DOCUMENT RESUME

ED 068 413 SO 004 690

AUTHOR	Bruner, Karen, Comp.; And Others
TITLE	International Education Resources. A Summary of OE-Funded Research Projects and Reports Available through the Educational Research Information Center 1956-71.
INSTITUTION	Institute of International Studies (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-OE-72-195
PUB DATE	[71]
NOTE	494p.
AVAILABLE FROM	Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (HE5.214:14173, $3.50)
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Area Studies; Comparative Education; Educational Research; Elementary Education; Foreign Students; Higher Education; *International Education; Preschool Education; Research Projects; *Research Reviews (Publications); Resource Guides; Secondary Education; Social Studies; Teacher Education
IDENTIFIERS	*International Studies

ABSTRACT

Four hundred and fifty ERIC abstracts of Office of Education sponsored studies, surveys, curriculum development efforts, bibliographies, and other kinds of activities dating from 1956 through 1971 and related to international education are compiled in this publication in an attempt to share a broad range of experiences and resources. Excluded are NDEA Title VI, section 602 programs, for which a recent edition will soon be available. The purpose is to: 1) introduce educators to programs and activities; 2) to provide material useful for present work; 3) to locate resources and resource people; 4) to stimulate further developments by exposure to various approaches; 5) to identify gaps and research needs; 6) to prevent unnecessary duplication in curriculum development and research studies; and 7) to provide a comprehensive tool for a search of international materials. The publication is divided into two major parts. Part 1 is arranged by subject headings: Foreign Area Studies (organized by level), Educational Systems, Education in Social and Economic Development, Foreign Students, and Bibliographies and Directories. Included are consecutively numbered entries and full bibliographic information. Part 2 is a bibliographic cross reference by geographic area. (Author/SJM)

ED 068413

INTERNATIONAL EDUCATION RESOURCES

A SUMMARY OF OE-FUNDED RESEARCH PROJECTS AND REPORTS
AVAILABLE THROUGH THE
EDUCATIONAL RESEARCH INFORMATION CENTER

1956-71

SO004690

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

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ED 068413

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DHEW Publication No. (OE) 72-195

INTERNATIONAL EDUCATION RESOURCES

A SUMMARY OF OE-FUNDED RESEARCH PROJECTS AND REPORTS AVAILABLE THROUGH THE EDUCATIONAL RESEARCH INFORMATION CENTER

1956-71

Compiled by
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Institute of International Studies
U.S. Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Robert Leestma, *Associate Commissioner for International Education*

Superintendent of Documents Catalog No. HE 5.214:14173
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1972

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price $3.50

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FOREWORD

Since the passage of the Cooperative Research Act in 1954, the National Defense Education Act, title VI, in 1958, and various other education legislation, the U.S. Office of Education (OE) has financially assisted through grants and contracts a wide range of studies, surveys, curriculum development efforts, bibliographies, and other kinds of activities related to international education. In total, OE has been more extensively involved with international studies to date than is generally known or appreciated. In fact, the diversity of effort combined with the passage of time, the normal turnover in personnel associated with the various programs, and the total volume of projects over the past years had combined to produce a state where no one person was even remotely familiar with all of the research-related efforts that had gone before and what had been achieved to date. All of this became apparent in the course of the efforts of the Institute of International Studies (IIS) to determine what the total contribution of the Office of Education has been since the mid-1950's in support of international education.

That portion of the Office's research efforts on behalf of international studies that was wholly concerned with the international dimensions of education, particularly foreign language and area studies---section 602 of NDEA title VI, administered for the past several years by the Institute of International Studies---has always been visible as "international," in part because of the wholly international nature of the program and in part because of the periodic publication of a cumulative listing of projects sponsored under this program. (The most recent edition, List No. 7, will be available at about the same time as this publication, and will include all research completed under section 602 funding as of April 1972. It contains approximately 1,150 bibliographic entries.)

However, the bulk of the work sponsored under other legislative authorities by parts of the Office of Education other than the Institute of International Studies and its predecessor units, particularly activities concerned with elementary and secondary education, had never been brought together in one place and consequently was not as widely known. As the full extent of this part of the picture began to emerge---more than 450 different studies and projects---it became clear that what was originally begun as part of the Institute's continuing planning efforts to determine status, needs, and priorities for Federal assistance in international studies in all sectors of education of major concern to OE would have broader utility to a great variety of educators interested in international studies if the results could be made widely available at low cost. The present compilation therefore surfaces the remainder of the accumulated effort of OE in helping strengthen the international dimensions of American education in order to facilitate the wider sharing of valuable experience and resources.

Apart from simple convenience, this publication makes it possible in a practical sense for anyone interested in international education to see what OE has sponsored to date through programs other than NDEA title VI, section 602. In introducing interested readers to a host of projects and activities which they had not known to exist before, it will lead some educators to material useful in their present work or for future projects they have in mind. It can identify individuals who may share similar interests. It can help locate relevant resource people. Exposure to the various efforts and approaches can help stimulate further developments through suggestions, cues, ideas.

Of particular importance is the value of such a compilation in helping identify important gaps and research needs, as well as helping improve the process of forestalling unnecessary duplication in research and curriculum development efforts. The latter is as important to program managers within the bureaucracy as it is to those on the educational firing line who have to cope with critical issues within considerable budgetary constraints.

The list aims at comprehensiveness rather than selectivity. No critical evaluation is involved and no claim is made on behalf of any entry. These are simply the projects with international dimensions or aspects that have been funded through various OE programs, with enough descriptive information to guide the reader to sources of further information about anything that interests him. While there is clearly considerable variation in the value of the different items in such a large and broad list of research-related efforts, taken as a whole the compilation provides a wealth of information and has the potential for stimulating a more widespread dissemination of experience and a cross-fertilization of ideas in international education. It provides fruitful browsing as well as an effective tool for a systematic search for information under generally useful headings. Hopefully the compilation will generate some critical thinking on what has not been done as well as on what has.

The existence of the Educational Resources Information Center (ERIC) system made the task of search and retrieval not only much easier than it otherwise would have been, but in fact was the only thing that made the undertaking feasible within the constraints of IIS staff time available. While everything in this publication is included in the ERIC system, the kind of thorough compilation we sought proved neither quick nor easy. The bulk of the work of ferreting out all of the internationally related projects was painstakingly done by the IIS staff members who are properly credited on the title page. However, the present publication would not have its present level of inclusiveness and fidelity to the technical aspects of the ERIC system without the careful and cooperative assistance of Mr. Charles Missar of the ERIC staff. His assistance in a common cause is much appreciated.

Given the very broad range of activities included---literally everything involving the international dimensions of education---organization posed a special problem. The ERIC system is quite satisfactory for its specialized research purpose, but too elaborate for most educators concerned primarily with classroom applications. In the final analysis, we could not construct a system that served all potential users equally well. Therefore we decided to go with a relatively simple, conventional set of headings, interwoven with a generous use of cross-references, that would lead most users quickly and easily to the group of items of interest to them. However, the contents also preserve the full precision of the entire ERIC classification system for the more specialized user.

This publication completes the field we set out to map up to January 1, 1972. It should not be difficult for users to keep themselves up to date for the next few years through reference to the basic ERIC periodicals. Should usage warrant it, the Institute of International Studies will consider preparing a supplement to the present volume at some suitable future date. Any comments on the usefulness of the present effort will be welcome along with suggestions or recommendations for improvement should any further publication of this type be issued.

Robert Leestma
Associate Commissioner for
International Education

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Country or Territory 317

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INTRODUCTION

SELECTION OF MATERIALS

The international education activities contained in this summary are currently available through the Educational Resources Information Center (ERIC). All research reports and projects which appear were funded by the Office of Education. The following categories of international education are included:

- * Foreign area studies
- * Education systems
- * Education in social and economic development
- * Foreign students
- * Bibliographies and directories of international education resources

(Not included are the teaching and developing of foreign languages; Mexican-American, Spanish-American, or Afro-American education; or certain general social studies projects dealing only peripherally with international studies.)

All entries were located by manual search in one of the following ERIC periodicals:

Current Projects Information
(Periodic computer printouts of research projects in progress)

Office of Education Research Reports, 1956-1965
(Initial ERIC publication, predecessor to Research in Education)

Research in Education
(Monthly issues from November 1966 to December 1971)

Pacesetters in Innovation
(Annual issues for each of fiscal years 1966-68; cumulative issues for fiscal years 1966-69)

ORGANIZATION

Part I. Bibliography by Subject and Category

Divided into sections by subject, this part contains consecutively numbered entries, each of which includes full bibliographical information, "descriptors" and "identifiers" through which additional ERIC publications may be identified, and an abstract. Within each subject, entries appear in the order of their ERIC accession number, with ED-prefixed numbers preceding EP-prefixed numbers. ES-prefixed numbers appear in only one subject. (See p. 5 for explanation of ERIC accession numbers.)

Part II. Bibliographic Cross-Reference by Geographic Area

Divided into sections for (1) countries or territories and (2) regions, this part contains entries with bibliographical information only. "Descriptors," "identifiers," and abstracts may be located in part I by noting the entry number that appears above the entry in both parts. An entry may appear several times within part II if its abstract refers to more than one country or area.

Some entries in part II do not appear in part I because their subjects are broader than the categories in part I. For each such entry, identified by an asterisk above it (instead of an entry number), full bibliographical information, "descriptors," "identifiers," and an abstract will be given; thereafter, the country or area under which it first appears is indicated.

MEANING OF NUMBERS AND SYMBOLS

Because the ERIC format has changed somewhat in its printouts over the years, there is no short summary that will accurately explain all numbers and symbols that have been in use. The following interpretation, however, used in conjunction with the sample entry on p. 6, will explain the meaning of most symbols used.

ENTRY NUMBER

Appearing above and to the left of each entry, the entry number has been assigned sequentially to all entries in part I (Bibliography by Subject and Category). This number in part II may be used to locate the complete entry with "descriptors," "identifiers," and abstract in part I.

ERIC ACCESSION CODE AND NUMBER

Appearing on the first line of each entry, this code and number denote the identification number sequentially assigned to documents as they were processed by ERIC. This summary includes three types of accession codes indicating three different types of materials, as follows:

ED--Completed reports on research projects. The majority of entries in this catalog are ED entries.

SAMPLE ENTRY

Entry number	6
ERIC accession code and number	ED024476
Legislative authority code	24
Clearinghouse accession number	PS001469
Title	COMPARISON OF AMERICAN AND NORWEGIAN NURSERY SCHOOL CHILDREN OF INDEPENDENCE BEHAVIOR AND TRAINING. SUMMARY REPORT.
Author	HJERTHOLM, ELSE WERNO
Organization where document originated	CHICAGO UNIV., ILL. COMMITTEE ON HUMAN DEVELOPMENT.
Sponsoring agency	RMQ66004
Report number	CRP-S-135
Bureau number	BR-5-8137
Date	SEP 68
Number of pages	9P.
Descriptors	/ *AMERICAN CULTURE/ COMPARATIVE ANALYSIS/ *CULTURAL DIFFERENCES/ CULTURAL TRAITS/ INDIVIDUAL DEVELOPMENT/ MOTHER ATTITUDES/ NORWEGIAN/ *PRESCHOOL CHILDREN/ *SELF CARE SKILLS/ SELF CONTROL/ STUDENT TEACHER RELATIONSHIP/ TASK PERFORMANCE/ TRAINING TECHNIQUES
Identifiers	/ AMMONS PICTURE VOCABULARY TEST/ GESELL DEVELOPMENTAL TEST/ HARRIS DRAW A MAN TEST
Abstract	THIS DOCUMENT IS A SUMMARY REPORT OF A STUDY WHICH COMPARED INDEPENDENCE TRAINING OF UPPER MIDDLE CLASS NORWEGIAN AND AMERICAN NURSERY SCHOOL CHILDREN (SEE PS 001 323). SIX TASKS OF INCREASING DIFFICULTY WERE PRESENTED TO THE CHILDREN, AND THEIR RESPONDING BEHAVIOR WAS RATED ON A BEHAVIOR RATING LIST. AFTER OBTAINING A MEASURE OF VALIDITY, THE DATA WERE ANALYZED. ALL BUT ONE OF THE HYPOTHESES WERE SUPPORTED.
Abstractor's initials	(JS)

EP--Research projects still in progress at the end of 1971. No additional project is available about such projects through the ERIC system. Interested persons must contact the listed investigator for further details. (Any research project, although still in progress, that has produced at least one report is included in the ED code, not in the EP code.)

ES--Proposals for innovative projects funded under title III of the Elementary and Secondary Education Act. Such projects are frequently funded for subsequent years. Because the second or third proposal for a particular project will often reflect alterations and improvements of the previous year's programs, it is treated in this summary as a separate project, and thus may appear in more than one ES entry. (Because the title III program has been changed to provide for State administration of funds, projects have become difficult to identify and are no longer indexed in ERIC.) All ES entries pertain to Area Studies and appear in that section under "Innovative Research."

LEGISLATIVE AUTHORITY CODE

Usually appearing on the first line of an entry, this code shows the legislative authority for funding a particular research report or project. The program and legislation under which each is funded is indicated below.

Code	Program	Legislation
08	Adult and Vocational Education	Public Law 88-210
24	Cooperative Research	Public Law 89-10, title IV (ESEA)
40	Handicapped Children and Youth	Public Law 88-164
48	Language Development	Public Law 85-864, title VI (NDEA)
56	New Educational Media	Public Law 85-864, title VII, part A (NDEA)
64	New Educational Media	Public Law 85-864, title VII, part B (NDEA)
72	Research in Foreign Countries	Public Law 83-480
88	Supplementary Centers and Services	Public Law 89-10, title III (ESEA)
95	Other OE Programs	

CLEARINGHOUSE ACCESSION NUMBER

This number appears on the first line and to the right of an entry. It indicates the ERIC clearinghouse that focuses on the field of research into which a particular entry falls and the sequential number assigned to it by that clearinghouse. Further information about these clearinghouses may be obtained from ERIC, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

SPONSORING AGENCY ALPHANUMERIC CODE

This code identifies the OE branch responsible for initiating, funding, and managing the project.

REPORT and BUREAU NUMBER

These numbers are assigned by the originator or the sponsoring agency to identify the project or report.

OFFICE OF EDUCATION CONTRACT or GRANT NUMBER

Contract numbers have OEC prefixes; grant numbers have OEG prefixes. (The printout used for the sample entry on p. 6 does not include these.)

"DESCRIPTORS"

Characterizing substantive contents, these subject terms are preceded by an asterisk to identify the major topics of the study and to highlight those items which appear in the subject index of ERIC's publications.

"IDENTIFIERS"

These subject terms provide additional help in identifying specific contents of the reports and projects.

AVAILABILITY OF
REPORTS AND PROJECTS

Copies of all ED reports and ES projects may either be obtained from the ERIC Document Reproduction Service (ERDS) or, if unavailable directly from ERIC, from the source indicated in a particular entry. EDRS supplies copies in hard copy (HC) and/or microfiche (MF). Hard copy is a reproduction on paper in easy-to-read form. Microfiche is a 4" x 6" sheet of microfilm on which up to 70 pages of text are reproduced. Microfiche readers, available from many manufacturers, are required to enlarge the images for reading purposes.

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Bethesda, Maryland 20014

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(2) Type of reproduction (HC or MF)
(3) Number of copies
(4) Payment (if under $10)

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PART I

BIBLIOGRAPHY BY SUBJECT AND CATEGORY

PRESCHOOL EDUCATION

Curriculums, Methods, and Materials

1

ED029685 24 PS001692
PROBLEM SOLVING AND CONCEPT FORMATION: ANNOTATED LISTING OF NATIONAL AND INTERNATIONAL CURRICULAR PROJECTS AT THE EARLY CHILDHOOD LEVEL.
CALIFORNIA UNIV., LOS ANGELES.; SOUTHWEST REGIONAL EDUCATIONAL LAB., INGLEWOOD, CALIF.
BBB00321; FGK65995
OEU-4117; SR-7
BR-6-2865
1 JUN 68
17P.
SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, 11300 LA CIENEGA BLVD., INGLEWOOD, CALIFORNIA 90304

/ *ANNOTATED BIBLIOGRAPHIES/ CONCEPT FORMATION/ CURRICULUM DEVELOPMENT/ *EARLY CHILDHOOD EDUCATION/ FOREIGN COUNTRIES/ *MATHEMATICS EDUCATION/ NATIONAL SURVEYS/ PROBLEM SOLVING/ *RESEARCH PROJECTS/ *SCIENCE EDUCATION

THIS DOCUMENT IS AN ANNOTATED LISTING OF NATIONAL AND INTERNATIONAL CURRICULAR PROJECTS CONCERNED WITH PROBLEM SOLVING AND CONCEPT FORMATION AT THE EARLY CHILDHOOD LEVEL. IT CONTAINS 50 CITATIONS. (WD)

2

ED051894 PS004848 NOV 70
A STUDY IN CHILD CARE (CASE STUDY FROM VOLUME II-A): "GOOD VIBES." DAY CARE PROGRAMS REPRINT SERIES.
ELBOW, LINDA
BBB03611; FGK65995
61P.

/ *COMMUNITY ACTION/ COMMUNITY INVOLVEMENT/ *COMMUNITY SERVICES/ *DAY CARE PROGRAMS/ *DAY CARE SERVICES/ FINANCIAL SUPPORT/ ORGANIZATION/ *PARENT PARTICIPATION/ PARENT REACTION/ PROGRAM DESCRIPTIONS

/ BRITISH INFANT SCHOOLS/ *HAIGHT ASHBURY CHILDREN'S CENTER/ PARENTS PARTICIPATION SHARE PLAN

THE HAIGHT-ASHBURY CHILDREN'S CENTER DESCRIBED IN THIS BOOKLET HAS THESE IMPORTANT ASPECTS: (1) IT IS A COMMUNITY CENTER, OFFERING DAY

CARE FOR CHILDREN 2 1/2 TO 6 YEARS OF AGE AND COMMUNITY SERVICES FOR PARENTS; (2) ITS CURRICULUM USES A MODIFICATION OF THE BRITISH INFANT SCHOOL SYSTEM; AND (3) PARENTS ARE AN INTEGRAL PART OF THE PLANNING AND FINANCING OF THE CENTER. FAMILIES SERVED BY THE CENTER ARE PRIMARILY LOW INCOME, FROM A VARIETY OF ETHNIC GROUPS. THE PROGRAM INCLUDES A SOCIAL WORKER AND PARENT-COMMUNITY WORKER, WHEN FUNDS PERMIT. CENTER MEETINGS PROVIDE A FORUM FOR DISCUSSION OF PLANS FOR THE DAY CARE CENTER AND SPECIFIC COMMUNITY ISSUES. INFORMATION ON THE CENTER'S HISTORY, FUNDING, PROGRAM, STAFF ORGANIZATION AND TRAINING, AND USE OF RESOURCES IS INCLUDED. AN APPENDIX PRESENTS THE PARENTS' PARTICIPATION SHARE PLAN AND OTHER MATERIAL. (NH)

3

ED052640 FL002250 .70
FOREIGN CURRICULUM CONSULTANT PROGRAM FOR AMERICAN SCHOOLS, COLLEGES, AND STATE DEPARTMENTS OF EDUCATION: 1971-72.
INSTITUTE OF INTERNATIONAL STUDIES (DHEW/OE), WASHINGTON, D.C.
RMQ66000
18P.

/ CONSULTANTS/ CULTURAL EDUCATION/ *CURRICULUM DEVELOPMENT/ EXCHANGE PROGRAMS/ FEDERAL AID/ *FEDERAL PROGRAMS/ FOREIGN RELATIONS/ INTERNATIONAL EDUCATION/ *LANGUAGE INSTRUCTION/ *MODERN LANGUAGES/ *PROGRAM DESCRIPTIONS

/ *FULBRIGHT HAYS ACT

SECTION 102 (B) (6) OF THE MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT (PUBLIC LAW 87-256), KNOWN COMMONLY AS THE FULBRIGHT-HAYS ACT, WHICH IS DESIGNED TO PROMOTE INTERNATIONAL UNDERSTANDING AND COOPERATION, IS DESCRIBED IN THIS BROCHURE. THE FOREIGN CURRICULUM CONSULTANT PROGRAM IS INTENDED TO HELP EDUCATIONAL INSTITUTIONS AT ALL LEVELS BY BRINGING SPECIALISTS FROM OTHER COUNTRIES TO THE UNITED STATES TO ASSIST IN PLANNING AND DEVELOPING LOCAL CURRICULUMS IN FOREIGN LANGUAGE AND AREA STUDIES. INFORMATION ON THE FOLLOWING ASPECTS OF THE PROGRAM IS PROVIDED: (1) PROGRAM DESCRIPTION, (2) GENERAL QUALIFICATIONS FOR CONSULTANTS, (3) ADMINISTRATION OF THE PROGRAM, (4) THE BOARD OF FOREIGN SCHOLARSHIPS, (5) THE INSTITUTE OF INTERNATIONAL STUDIES, (6) AMERICAN DIPLOMATIC MISSIONS AND BINATIONAL COMMISSION, (7) THE PARTICIPATING INSTITUTION, (8) APPLICATION INSTRUCTIONS, AND (9) RELATED PROGRAMS IN INTERNATIONAL STUDIES. (RL)

4

ED053033 SO001619 .69.
THE TEACHING OF ASIA.
JOHNSON, DONALD
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX82950; RMQ66000
47P.

/ *AREA STUDIES/ *ASIAN HISTORY/ CONCEPT TEACHING/ *CROSS CULTURAL

STUDIES/ CURRICULUM GUIDES/ DEDUCTIVE METHODS/ HIGHER EDUCATION/ *HUMANITIES/ INDUCTIVE METHODS/ INTERDISCIPLINARY APPROACH/ *NON WESTERN CIVILIZATION/ SECONDARY GRADES/ SOCIAL SCIENCES/ WORLD HISTORY / *ASIA/ CHINA/ INDIA/ JAPAN

THE PRIMARY OBJECTIVE OF THE GUIDE OR INTRODUCTION IS TO PRESENT APPROACHES TO PROVIDING A WELL BALANCED COURSE OR UNIT ON CHINA, INDIA, AND JAPAN. IN THE STUDY OF ASIAN CULTURES IT IS NECESSARY TO STRESS HISTORIC FACTS AND THE RICHNESS OF THE CULTURE; AN EXCLUSIVE ATTENTION TO ECONOMIC GROWTH, MODERNIZATION, AND THE SOCIAL AND POLITICAL PROBLEMS IS NOT APPROPRIATE. THE MOST EFFECTIVE WAY TO ACHIEVE BALANCE IS TO USE THE COMPARATIVE APPROACH INTEGRATING BOTH THE HUMANITIES AND THE SOCIAL SCIENCES. HOW A TEACHER ORGANIZES HIS COURSE AND WHAT METHOD HE CHOOSES DEPENDS ON HIS PHILOSOPHY: 1) WHETHER HE POSTULATES A LINEAR OR CYCLICAL VIEW OF HISTORY; AND, 2) HOW HE STANDS ON THE UNIQUEIST VERSUS THE UNIVERSALIST VIEW OF CULTURE. IT WOULD BE OF GREAT VALUE IF WESTERN CIVILIZATION COULD BE STUDIED FIRST TO FACILITATE COMPARISON BETWEEN INSTITUTIONAL STRUCTURES, VALUES SYSTEMS, AND HISTORY. THE BASIC METHODOLOGY SHOULD START FROM THE FRAME OF REFERENCE OF THE STUDENT; THE TEACHING OF CONCEPTS, AND THE UTILIZATION OF INDUCTION AND DEDUCTION ARE ALL VALID HERE. STUDY CAN BE SYNTHESIZED BY SELECTING MATERIAL FROM THE NATIVE LITERATURE, ART, MUSIC, AND PHILOSOPHY. FILMS MAY SERVE AS A FINAL SUMMATION OR EQUALLY WELL AS AN INTRODUCTION. SO 001 619 THROUGH SO 001 623 ARE RELATED DOCUMENTS. (AUTHOR/SHE)

Psychological and Sociological Studies

5

ED024457 24 PS001323
COMPARISON OF AMERICAN AND NORWEGIAN NURSERY SCHOOL CHILDREN ON INDEPENDENCE BEHAVIOR AND TRAINING.
HJERTHOLM, ELSE WERNO
CHICAGO UNIV., ILL. COMMITTEE ON HUMAN DEVELOPMENT.
RMQ66004
CRP-S-135
BR-5-8137
SEP 68
95P.

/ *AMERICAN CULTURE/ COMPARATIVE ANALYSIS/ *CULTURAL DIFFERENCES/ CULTURAL TRAITS/ INDIVIDUAL DEVELOPMENT/ MOTHER ATTITUDES/ *NORWEGIAN/ *PRESCHOOL CHILDREN/ *SELF CARE SKILLS/ SELF CONTROL/ STUDENT TEACHER RELATIONSHIP/ TASK PERFORMANCE/ TRAINING TECHNIQUES
/ AMMONS PICTURE VOCABULARY TEST/ GESELL DEVELOPMENTAL TEST/ HARRIS DRAW A MAN TEST

TO COMPARE INDEPENDENCE TRAINING AND CULTURAL EXPECTATIONS OF INDEPENDENCE TRAINING AMONG AMERICAN AND NORWEGIAN NURSERY SCHOOL CHILDREN, THIS STUDY HYPOTHESIZED THAT (1) CULTURAL EXPECTATIONS OF

INDEPENDENCE ARE GREATER FOR NORWEGIAN CHILDREN THAN AMERICAN, (2) SUCH EXPECTATIONS ARE GREATER FOR GIRLS, (3) CHILDREN'S INDEPENDENT BEHAVIOR AND PARENTAL EXPECTATIONS ARE POSITIVELY CORRELATED, AND THAT (4) NORWEGIAN CHILDREN WOULD BE MORE SELF-RELIANT. MOTHERS WERE GIVEN TWO QUESTIONNAIRES WHICH ASSESSED CULTURAL EXPECTATIONS AND CHILD REARING PRACTICES IN INDEPENDENCE TRAINING. THIRTY-FOUR NURSERY SCHOOL CHILDREN OF THE UPPER-MIDDLE CLASS (NORWEGIAN: NINE BOYS AND EIGHT GIRLS; AMERICAN: 10 BOYS AND SEVEN GIRLS) WERE INVOLVED IN TWO SIMPLE TASKS WITH THE MOTHER AND INVESTIGATOR AND TWO DIFFICULT TASKS WITH THE INVESTIGATOR. THE DATA WERE ANALYZED BY T-TESTS, ANALYSIS OF VARIANCE, AND INTERCORRELATION PROGRAMS. THE RESULTS SUPPORTED ALL HYPOTHESES BUT ONE. AMERICAN BOYS WERE FOUND TO BE SUBJECT TO GREATER CULTURAL EXPECTATIONS THAN WERE THE GIRLS. THE CONCLUSIONS SUGGESTED THE DIFFERENCES MIGHT BE DUE TO CULTURAL PRESSURE, NOT TRAINING. DATA ARE TABULATED AND AN EXTENSIVE BIBLIOGRAPHY IS APPENDED. (JS)

6

ED024476 24 PS001469
COMPARISON OF AMERICAN AND NORWEGIAN NURSERY SCHOOL CHILDREN OF INDEPENDENCE BEHAVIOR AND TRAINING. SUMMARY REPORT.
HJERTHOLM, ELSE WERNO
CHICAGO UNIV., ILL. COMMITTEE ON HUMAN DEVELOPMENT.
RMQ66004
CRP-S-135
BR-5-8137
SEP 68
9P.

/ *AMERICAN CULTURE/ COMPARATIVE ANALYSIS/ *CULTURAL DIFFERENCES/ CULTURAL TRAITS/ INDIVIDUAL DEVELOPMENT/ MOTHER ATTITUDES/ NORWEGIAN/ *PRESCHOOL CHILDREN/ *SELF CARE SKILLS/ SELF CONTROL/ STUDENT TEACHER RELATIONSHIP/ TASK PERFORMANCE/ TRAINING TECHNIQUES

/ AMMONS PICTURE VOCABULARY TEST/ GESELL DEVELOPMENTAL TEST/ HARRIS DRAW A MAN TEST

THIS DOCUMENT IS A SUMMARY REPORT OF A STUDY WHICH COMPARED INDEPENDENCE TRAINING OF UPPER MIDDLE CLASS NORWEGIAN AND AMERICAN NURSERY SCHOOL CHILDREN (SEE PS 001 323). SIX TASKS OF INCREASING DIFFICULTY WERE PRESENTED TO THE CHILDREN, AND THEIR RESPONDING BEHAVIOR WAS RATED ON A BEHAVIOR RATING LIST. AFTER OBTAINING A MEASURE OF VALIDITY, THE DATA WERE ANALYZED. ALL BUT ONE OF THE HYPOTHESES WERE SUPPORTED. (JS)

7

EP012282 24
THE CONTRIBUTION OF VERBAL DESCRIPTIONS TO VISUAL MEMORY FOR PICTURES IN NURSERY-SCHOOL CHILDREN.
BROOKS, LEE RICHARD
MCMASTER UNIV., HAMILTON (ONTARIO).
BR-0-0452
BASIC STUDIES BRANCH, DESR
OEG-0-70-4740

FY70-$12,750 30-JUN-70 TO 30-JUN-71

/ AUDIOVISUAL AIDS/ *CHILDREN/ *LANGUAGE HANDICAPS/ *LANGUAGE RESEARCH/ *MEMORY/ PRESCHOOL CHILDREN/ RESPONSE MODE/ STIMULUS DEVICES / *VERBAL ABILITY

START DATE 30 JUN 70;END DATE 30 JUN 71

THE NORMAL FUNCTION OF WORDS IN A SMALL CHILD'S MEMORY FOR FAMILIAR OBJECTS WILL BE CLARIFIED. AS A RESULT OF THIS FIRST CLARIFICATION, ADDITIONAL STUDY WILL BE MADE TO DETERMINE THE SOURCE OF MEMORY DEFICIENCY IN ALL YOUNG CHILDREN, INCLUDING THOSE WITH LANGUAGE DISABILITIES. TWO MAJOR VARIABLES WILL BE INVESTIGATED IN CONNECTION WITH THIS RESEARCH. ONE IS THE TYPE OF VERBAL MATERIAL COMMUNICATED TO THE CHILD IN CONNECTION WITH A MATERIAL OBJECT OR PICTURE WHOSE NAME HE IS EXPECTED TO RECALL. FROM THIS STANDPOINT, THE FOLLOWING QUESTION WILL BE POSED FOR THE RESEARCHER TO ANSWER: WOULD DESCRIBING ANYTHING WHICH IS TRUE ABOUT THE PICTURE IMPROVE RETENTION, OR IS ONLY A GENERAL IDENTIFICATION OF THE OBJECT DEPICTED EFFECTIVE? THE OTHER MAJOR VARIABLE TO BE EXAMINED IS THE RELATION BETWEEN THE IDENTIFYING DETAIL AND THE NAME. FROM THIS STANDPOINT, ANOTHER QUESTION WILL BE POSED: WOULD A NAME FACILITATE STORAGE OF ANY SALIENT DETAIL OF THE PICTURE, OR ONLY THE DETAILS NORMALLY CONNOTED BY THE LABEL? SINGLE PRESENTATION OF EIGHT-PICTURE ARRAYS AND RECOGNITION OF 16-PICTURE ARRAYS WILL BE USED THROUGHOUT THE INVESTIGATION PERIOD. THE RESEARCH WILL BE CONDUCTED FOR A ONE-YEAR PERIOD, AND THE FINDINGS WILL BE DISSEMINATED. (CK)

ELEMENTARY AND SECONDARY EDUCATION

Curriculums, Methods, and Materials

8

ED002866 24
A TRANSLATION OF RUSSIAN FIRST-GRADE ARITHMETIC.
CALANDRA, ALEXANDER
WASHINGTON UNIV., ST. LOUIS, MO.
CRP-403
59
OEC-403(7672)
145P.

/ *ARITHMETIC/ *GRAPHS/ *MATHEMATICS INSTRUCTION/ *RUSSIAN/ TEACHING METHODS

/ MISSOURI/ ST. LOUIS

THIS IS AN ENGLISH TRANSLATION OF A RUSSIAN TEXTBOOK ON FIRST-GRADE ARITHMETIC COMPLETE WITH GRAPHS, PICTURES, PROBLEMS, AND LESSONS. ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION APPEAR IN 892 PROBLEMS. THE THREE SECTIONS ARE ENTITLED "THE FIRST TEN," "THE SECOND TEN," AND "THE FIRST HUNDRED." THIS TRANSLATION WAS DONE IN CONNECTION WITH RESEARCH CONTRACT NO. 403 (7672) WHEREIN THE RUSSIAN APPROACH TO THE TEACHING OF MATHEMATICS IS STUDIED. (GC)

9

ED003454 24
IMAGE OF LATIN AMERICA--A STUDY OF AMERICAN SCHOOL TEXTBOOKS AND SCHOOL CHILDREN, GRADES TWO THROUGH TWELVE.
PERRONE, VITO
NORTHERN MICHIGAN UNIV., MARQUETTE.
CRP-S-070
65
192P.

/ ELEMENTARY SCHOOLS/ *FOREIGN COUNTRIES/ SECONDARY SCHOOLS/ *SOCIAL STUDIES/ STUDENT ATTITUDES/ *TEXTBOOK CONTENT/ *TEXTBOOK EVALUATION/ TEXTBOOK RESEARCH
/ LATIN AMERICA/ MARQUETTE/ MICHIGAN/ TEST OF UNDERSTANDING LATIN AMERICA
A CONTENT ANALYSIS WAS MADE OF 153 ELEMENTARY AND SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS DEALING WITH LATIN AMERICA. THE ANALYSES INCLUDED THE FORMULATION OF CATEGORIES FOR INTENSIVE STUDY AND TESTING. THE CATEGORIES WERE (1) GEOGRAPHY, (2) THE PEOPLE, (3) THE COLONIAL PERIOD AND THE REVOLUTIONS, (4) POLITICAL DEVELOPMENT, (5) UNITED STATES RELATIONS WITH LATIN AMERICA, (6) ECONOMIC DEVELOPMENT, AND (7) SOCIAL PROBLEMS AND CHANGE. A TEST OF UNDERSTANDING OF LATIN AMERICA WAS ADMINISTERED TO 1,227 STUDENTS IN GRADES 7 THROUGH 12. THE TEXTBOOKS WERE FOUND TO BE ADEQUATE, BUT LACKING IN BALANCE. STUDENTS AT ALL LEVELS HAVE A GEOGRAPHICAL KNOWLEDGE ABOUT LATIN AMERICA. FURTHER RESEARCH AND DEVELOPMENT IS INDICATED TO RESTRUCTURE THE TREATMENT OF LATIN AMERICAN TOPICS IN THE TOTAL CURRICULUM AND PROVIDE MATERIAL ON SOCIAL CONDITIONS, INSTITUTIONAL HISTORY, AND PERSONALITIES. (RS)

10

ED003786 64
CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--SOCIAL STUDIES.
BROWN, ROBERT M. ; AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY.
NDEA-VIIB-324-2
64
30CP.

/ *AUDIOVISUAL AIDS/ CULTURAL AWARENESS/ CULTURAL ENRICHMENT/ CURRICULUM ENRICHMENT/ EDUCATIONAL PROGRAMS/ *ENRICHMENT PROGRAMS/ GRADE 9/ *GUIDES/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL IMPROVEMENT/ SECONDARY EDUCATION/ SOCIAL SCIENCES/ *SOCIAL STUDIES/ *TEACHING GUIDES
/ ALBANY/ NEW YORK/ PROJECT CUE
THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN SOCIAL STUDIES. IT IS ONE OF FIVE GUIDES

PREPARED FOR USE IN PROJECT CUE. AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE COVER TOPICS OF SOCIAL STUDIES BY PRINCIPAL WORLD REGION (EXAMPLES ARE WESTERN EUROPE AND LATIN AMERICA). THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE FILMS, FILMSTRIPS, RECORDINGS, SLIDES, AND FLAT PICTURES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"ROMAN LIFE IN ANCIENT POMPEII," A FILM), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

11

ED003792 64
PROJECT CUE, INSIGHTS.
BROWN, ROBERT M.
NEW YORK STATE EDUCATION DEPT., ALBANY.
NDEA-VIIB-324-8
64
18P.

/ ART/ *CULTURAL EDUCATION/ *CULTURAL ENRICHMENT/ FILMS/ FILMSTRIPS/ PAINTING/ SCIENCES/ *SOCIAL STUDIES/ *TEACHING GUIDES
/ ALBANY/ NEW YORK/ PROJECT CUE

A SET OF FILM UTILIZATION SHEETS WAS PREPARED FOR PROJECT CUE. TOPICS INCLUDED ART AND THE COMMUNITY, ABSTRACT PAINTING, THE DINOSAUR AGE, THE LIVING ARTS OF JAPAN, SCIENCE, AND A PERSIAN STORY BOOK. EACH SHEET INCLUDED PURPOSES, AREAS OF USE, PROCEDURE FOR VIEWING, FOLLOWUP ACTIVITIES, AND RELATED MATERIALS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (LP)

12

ED010007 24
A STUDY OF EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS, FINAL REPORT.
GARVEY, DALE M. ; SEILER, WILLIAM H.
KANSAS STATE TEACHERS COLLEGE, EMPORIA.
CRP-S-270
28FEB66
162P.

/ *AMERICAN GOVERNMENT (COURSE)/ COMPARATIVE ANALYSIS/ CONTROL GROUPS/ *DISCUSSION (TEACHING TECHNIQUE)/ EXPERIMENTAL GROUPS/ *GRADE 12/ HIGH SCHOOL STUDENTS/ *LECTURE/ *SIMULATION/ STUDENTS/ *TEACHING TECHNIQUES
/ EMPORIA/ LAWRENCE/ TOPEKA

IT WAS HYPOTHESIZED THAT SIMULATION AS AN INSTRUCTIONAL TECHNIQUE WOULD PRODUCE RESULTS SIGNIFICANTLY BETTER THAN THOSE OBTAINED IN CLASS GROUPINGS WHICH EMPLOYED ONLY LECTURE-DISCUSSION METHODS. FOUR HUNDRED AND FIVE 12TH-GRADE AMERICAN GOVERNMENT STUDENTS IN 2 HIGH SCHOOLS IN KANSAS WERE THE SUBJECTS. FIVE CLASSES, 225 STUDENTS, CONSTITUTED THE EXPERIMENTAL GROUP WHICH EMPLOYED SIMULATION. THE OTHER 180 STUDENTS CONSTITUTED THE CONTROL GROUP AND HAD INSTRUCTION SIMILAR IN EVERY RESPECT TO THAT RECEIVED BY THE EXPERIMENTAL GROUP EXCEPT THAT SIMULATION PERIODS WERE REPLACED BY LECTURES AND DISCUSSIONS. THE SAME TWO TEACHERS AT EACH HIGH SCHOOL TAUGHT THEIR RESPECTIVE EXPERIMENTAL CLASSES AND CONTROL CLASSES, AND BOTH HAD PREVIOUS EXPERIENCE IN THE USE OF SIMULATION AND CUSTOMARILY TAUGHT THE SUBJECT. DATA WERE ACQUIRED FROM THREE PHASES OF TESTING--(1) AT INTRODUCTION OF INSTRUCTION IN INTERNATIONAL RELATIONS, (2) AT CONCLUSION OF 6-WEEK UNIT OF INSTRUCTION, AND (3) APPROXIMATELY 2 MONTHS SUBSEQUENT TO TERMINATION OF INSTRUCTION. IQ, READING ABILITY, GRADE POINT AVERAGE, SEX, AND AGE DATA WERE COLLECTED. TESTING PHASES ADMINISTERED CONSISTED OF (1) CONTENT TEST DESIGNED TO TEST FOR FACTUAL AND CONCEPTUAL KNOWLEDGE, (2) THE WATSON-GLASER CRITICAL THINKING APPRAISAL, (3) THE CORNELL CRITICAL THINKING TEST, AND (4) AN ATTITUDE SURVEY OF STUDENTS. THE MAJOR FINDINGS OF RESEARCH WERE THAT THERE WERE SIGNIFICANT DIFFERENCES BUT NO IDENTIFIABLE PATTERN IN THE PERFORMANCE OF THE CONTROL GROUP AND THE EXPERIMENTAL GROUP ON THE CONTENT EXAMINATIONS AND THE CRITICAL THINKING TESTS. (GC)

13

ED010316 24
COMPARATIVE ECONOMIC SYSTEMS, A BOOK OF READINGS FOR INDUCTIVE TEACHING.
CARNEGIE INST. OF TECH., PITTSBURGH, PA.; PITTSBURGH PUBLIC SCHOOLS, PA.
BR-5-0655-A; CRP-HS-041-A
64
406P.

/ *ABLE STUDENTS/ *COURSE ORGANIZATION/ *GRADE 9/ *MONEY SYSTEMS/ READING MATERIALS/ SECONDARY EDUCATION/ *SOCIAL STUDIES UNITS/ TEACHING TECHNIQUES
/ PENNSYLVANIA/ PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). THE COURSE CONSISTS OF 12 UNITS OF STUDY, EACH UNIT CONTAINING A BRIEF STATEMENT OF AN ECONOMIC ISSUE AND SEVERAL READINGS ON THAT ISSUE. THE ISSUES COVERED WERE (1) MAKING ECONOMIC CHOICES (THE ROLE OF VALUES), (2) THE TRADITIONAL ECONOMY, (3) ECONOMIC DECISIONS IN THE MARKET ECONOMY, (4) PRICING IN A MARKET ECONOMY, (5) KEEPING COMPETITION ALIVE, (6) THE COMMAND ECONOMY, (7) FACTORS OF PRODUCTION, (8) DISTRIBUTION IN THE MARKET ECONOMY, (9) INEQUALITIES AND INEQUITIES, (10) RESTRAINTS ON THE MARKET MECHANISM, (11) DISTRIBUTION IN THE COMMAND ECONOMY. AND (12) MACROECONOMICS. THE

COURSE DIFFERS FROM THE USUAL CIVICS COURSE IN (1) SUBJECT COVERAGE, (2) FREQUENCY OF CLASS MEETINGS, (3) TYPE OF READING MATERIAL, (4) SUPPLEMENTARY ACTIVITIES, (5) USE OF NEW TECHNOLOGY, (6) APPROACH TO TEACHING, AND (7) EXAMINATIONS, PAPERS, AND GRADES. THE COURSE IS DESIGNED TO FOLLOW "COMPARATIVE POLITICAL SYSTEMS" (ED 010 317), THE FIRST COURSE IN THE DEVELOPMENT OF A 4-YEAR SEQUENCE. A TEACHER'S MANUAL IS INCLUDED. (RS)

14

ED010317 24
COMPARATIVE POLITICAL SYSTEMS, A BOOK OF READINGS FOR INDUCTIVE TEACHING.
CARNEGIE INST. OF TECH., PITTSBURGH, PA.; PITTSBURGH PUBLIC SCHOOLS, PA.
BR-5-0655-B; CRP-HS-041-B
64
499P.

/ *ABLE STUDENTS/ *COURSE ORGANIZATION/ GOVERNMENTAL STRUCTURE/ *GRADE 9/ *POLITICAL POWER/ *POLITICAL SCIENCE/ READING MATERIALS/ *SOCIAL STUDIES UNITS/ TEACHING TECHNIQUES
/ PENNSYLVANIA/ PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL, HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). THE COURSE CONSISTS OF 9 UNITS OF STUDY, EACH UNIT CONTAINING A BRIEF STATEMENT OF A POLITICAL ISSUE AND SEVERAL READINGS ON THAT ISSUE. SOME ISSUES COVERED ARE (1) POLITICAL SYSTEMS OF PRIMITIVE SOCIETIES, (2) ATTRIBUTES OF AMERICAN AND SOVIET POLITICAL LEADERS, (3) GAINING AND MAINTAINING POLITICAL SUPPORT IN RUSSIA (U.S.S.R.) AND IN AMERICA, (4) CONTROLLING POLITICAL LEADERS IN RUSSIA (U.S.S.R.) AND IN AMERICA, (5) DECISION-MAKING, AND (6) ROLE OF THE INDIVIDUAL CITIZEN. THE COURSE DIFFERS FROM THE USUAL CIVICS COURSE IN (1) SUBJECT COVERAGE, (2) CLASS MEETINGS, (3) TYPE OF READING MATERIAL, (4) SUPPLEMENTARY ACTIVITIES, (5) USE OF NEW TECHNOLOGY, (6) APPROACH TO TEACHING, AND (7) EXAMINATIONS. THE COURSE IS DESIGNED TO PRECEDE "COMPARATIVE ECONOMIC SYSTEMS" (ED 010 316), THE SECOND COURSE IN THE DEVELOPMENT OF A 4-YEAR SEQUENCE. A TEACHER'S MANUAL IS INCLUDED. (RS)

15

ED010318 24
THE SHAPING OF WESTERN SOCIETY, A BOOK OF READINGS FOR INDUCTIVE TEACHING.
CARNEGIE INST. OF TECH., PITTSBURGH, PA.; PITTSBURGH PUBLIC SCHOOLS, PA.
BR-5-0655-C; CRP-HS-041-C
65
552P.

/ *ABLE STUDENTS/ *COURSE ORGANIZATION/ CURRICULUM DEVELOPMENT/ EUROPEAN HISTORY/ *GRADE 10/ HISTORICAL REVIEWS/ *HISTORY INSTRUCTION/ HISTORY TEXTBOOKS/ READING MATERIALS/ SECONDARY EDUCATION/ *SOCIAL STUDIES UNITS/ TEACHING TECHNIQUES

/ PENNSYLVANIA/ PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). A BOOK OF READINGS FOR INDUCTIVE TEACHING, THE COURSE, BASED ON INDUCTIVE TEACHING, CONSISTS OF 17 UNITS OF STUDY WHICH INCLUDE--(1) THE SHAPING OF WESTERN SOCIETY FROM INNOVATION TO TRADITION (500 BC TO 1300 AD), (2) THE SHAPING OF SOCIETY FROM TRADITION TO INNOVATION (1300 AD TO 1800 AD), AND (3) PROBLEMS OF MODERN SOCIETY (1800 TO PRESENT). EACH UNIT TAKES UP ONE SOCIETY OR ONE PROBLEM IN THE WESTERN TRADITION. THE FIRST THREE READINGS OF EACH UNIT CONSIST OF SOURCE MATERIALS FROM WHICH STUDENTS WERE ASKED TO MAKE AN INTERPRETATION AND TO WRITE A SUMMARY ESSAY. THE DOCUMENT IS A REVISION OF THE ORIGINAL COURSE TAUGHT EXPERIMENTALLY. A TEACHER'S MANUAL IS INCLUDED. (RS)

16

ED010339 24

FAMILIES IN JAPAN, A 4- TO 6-WEEK SOCIAL STUDY DEVELOPED FOR THE SECOND SEMESTER OF GRADE ONE.

ARNOFF, MELVIN

KENT STATE UNIV., OHIO.

BR-5-8070; CRP-S-325

JUN66

127P.

/ CULTURAL ENRICHMENT/ *CURRICULUM DEVELOPMENT/ *FAMILY (SOCIOLOGICAL UNIT)/ FOREIGN COUNTRIES/ *FOREIGN CULTURE/ GRADE 1/ RESOURCE MATERIALS/ *RESOURCE UNITS/ SEMINARS/ *SOCIAL STUDIES

/ JAPAN/ KENT/ OHIO

THIS PUBLICATION WAS DEVELOPED AS A RESOURCE UNIT FOR ELEMENTARY SCHOOL TEACHERS TO USE IN A FIRST-GRADE SOCIAL STUDIES CURRICULUM. THE UNIT WAS DEVELOPED AND TESTED AT A SEMINAR HELD IN OCTOBER 1965, AT KENT, OHIO. THE CONTENTS INCLUDE OBJECTIVES, ESSENTIAL GENERALIZATIONS, LEARNING ACTIVITIES, UNIT CONTENT (WHICH PROVIDES THE TEACHER WITH A LIST OF NEEDED MATERIALS), A SUGGESTED DAILY LESSON PLAN, A BIBLIOGRAPHY FOR TEACHERS, AND A LIST OF SUCH RELATED TEACHING AIDS AS FILMS, FILMSTRIPS, AND MUSIC. (GC)

17

ED010533 24

AREA STUDIES IN THE NON-WESTERN WORLD. STUDENT READINGS AND TEACHER'S MANUAL.

CARNEGIE INST. OF TECH., PITTSBURGH, PA.

BR-5-0655-D ; CRP-HS-041-D

65
325P.

/ ABLE STUDENTS/ *AREA STUDIES/ COMMUNISM/ CURRICULUM DEVELOPMENT/ DEVELOPING NATIONS/ FOREIGN CULTURE/ GRADE 10/ HISTORICAL REVIEWS/ HISTORY/ INDUCTIVE METHODS/ *INSTRUCTIONAL MATERIALS/ MATERIAL DEVELOPMENT/ RACE RELATIONS/ RACIAL SEGREGATION/ *SOCIAL STUDIES UNITS / *SOCIOCULTURAL PATTERNS/ *TEACHING GUIDES

/ BRAZIL/ CHINA/ INDIA/ PENNSYLVANIA/ PITTSBURGH/ SOUTH AFRICA

INSTRUCTIONAL MATERIALS WERE PROVIDED FOR A ONE-SEMESTER GRADE 10 COURSE IN NONWESTERN SOCIAL STUDIES. THE READING MATERIALS FOR STUDENTS AND THE TEACHER'S MANUAL WERE DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL 4-YEAR CURRICULUM FOR ABLE HIGH SCHOOL STUDENTS, AND WERE FIELD TESTED TWICE AND COMPLETLY REWRITTEN BEFORE BEING PUBLISHED. THE UNITS OF STUDY COVERED BY THE MATERIALS WERE (1) "APARTHEID IN THE REPUBLIC OF SOUTH AFRICA," (2) "ECONOMIC GROWTH IN INDIA," (3) "RACE RELATIONS IN BRAZIL," AND (4) "TOTALITARIANISM IN CHINA." THESE UNITS AND THEIR ACCOMPANYING TEACHING STRATEGIES WERE PREPARED FOR INDUCTIVE-TYPE INSTRUCTION. (RS)

18

ED011947 24 AA000065

THE ONE ROOM SATELLITE.

DREYFUS, LEE S.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.

BR-5-0216-6

JAN66

OEC-5-10-154

13P.

/ *CLASSROOM COMMUNICATION/ *CULTURAL EXCHANGE/ ENGLISH/ *FRENCH/ HIGH SCHOOL STUDENTS/ INSTRUCTIONAL INNOVATION/ *INSTRUCTIONAL TECHNOLOGY/ RESEARCH AND DEVELOPMENT CENTERS/ STUDENT PARTICIPATION/ STUDENT REACTION/ *TELEVISION

/ EARLY BIRD SATELLITE/ MADISON/ PARIS/ WEST BEND

A WISCONSIN HIGH SCHOOL FRENCH CLASS AND A GROUP OF STUDENTS IN AN ENGLISH CALSS AT THE LYCEE HENRI IV OF PARIS, FRANCE, PARTICIPATED IN A COMBINED CLASS SESSION IN THE FIRST INTERNATIONAL TV CLASSROOM EXCHANGE. THE TV SIGNALS WERE EXCHANGED BY MEANS OF THE EARLY BIRD SATELLITE AND PERMITTED THE STUDENTS TO EXCHANGE MESSAGES. DURING THE TELECAST THE AMERICAN STUDENTS SPOKE FRENCH AND THE FRENCH STUDENTS SPOKE ENGLISH. THE HISTORY OF THE ARRANGEMENTS FOR THE BROADCAST, THE TECHNICAL PROBLEMS INVOLVED, AND THE SPECIAL PROVISIONS FOR TRANSMISSION AND RECEPTION OF THE SIMULTANEOUS CLASS MEETINGS, THE SPECIAL PREPARATIONS OF THE AMERICAN STUDENTS, THE PROBLEMS ENCOUNTERED DURING THE BROADCAST, AND THE REACTIONS OF THE AMERICAN STUDENTS TO PARTICIPATION IN THE TELECAST ARE DESCRIBED IN THE REPORT. THE AUTHOR STATES THIS KIND OF EVENT SHOULD BE MADE A COMMON EXPERIENCE IN THE CLASSROOM. THIS ARTICLE HAS BEEN ACCEPTED FOR PUBLICATION IN THE "NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS JOURNAL," 1966. (AL)

19

ED012029 AL000514
THE IMPROVEMENT OF WRITTEN EXPRESSION AND COMPOSITION IN THE MOTHER TONGUE.
ORTAR, GINA; REGEV, ZINA
HEBREW UNIV., JERUSALEM (ISRAEL).; ISRAEL GOVERNMENT, JERUSALEM. MINISTRY OF EDUCATION AND CULTURE.
BR-5-1403
67
OEC-4-21-012
339P.

/ *COMPOSITION SKILLS (LITERARY)/ *EXPERIMENTAL CURRICULUM/ LANGUAGE DEVELOPMENT/ *PARAGRAPH COMPOSITION/ PATTERN DRILLS (LANGUAGE)/ TEACHING TECHNIQUES
/ ISRAEL/ JERUSALEM

AN EXPERIMENTAL PILOT PROJECT WAS ESTABLISHED DURING THE 1962-63 SCHOOL YEAR IN VARIOUS ISRAELI SECONDARY SCHOOLS TO EXAMINE PROBLEMS IN TEACHING WRITTEN COMPOSITION. THE PROJECT USED EXPERIMENTAL AND CONTROL GROUPS COMPARING TWO SYSTEMS OF INSTRUCTION--(1) THE ASSIGNMENT AND CORRECTION OF COMPOSITIONS, AND (2) A STRUCTURED SYSTEM OF STAGE-BY-STAGE INSTRUCTION IN A PREDETERMINED PLAN. A SECONDARY AIM WAS TO NOTE IF THE SYSTEMATIZED TEACHING OF COMPOSITION SKILLS WOULD LEAD TO IMPROVEMENT IN GENERAL LINGUISTIC ACHIEVEMENT. STAGE A OF THE PROJECT CONSISTED OF ADMINISTERING STRUCTURED EXERCISES ON THE PARAGRAPH--ORGANIZATION, CONTENT, AND KEY SENTENCES. STAGE B WAS CONCERNED WITH THE IMPROVEMENT OF LINGUISTIC FAILURES DETECTED FROM STUDENT COMPOSITIONS PREPARED DURING STAGE A. THE RESULTS OF THE EXPERIMENT INDICATED THAT THE STRUCTURED COURSE ENABLED STUDENTS TO WRITE BETTER-ORGANIZED PARAGRAPHS AND COMPOSITIONS THAN DID TRADITIONAL METHODS. THIS RESEARCH PROJECT RESUME ALSO INCLUDES SAMPLE EXERCISES AND CHARTS OF ACHIEVEMENT RATINGS. (FB)

20

ED013342 AA000194
KEY IDEAS ABOUT LATIN AMERICA, BULLETIN NUMBER 4.
CONROY, WILLIAM; GILL, CLARK C.
TEXAS UNIV., AUSTIN.
BR-6-1183-BULL-4; BULL-4-1967
67
40P.

/ *AREA STUDIES/ *CURRICULUM DEVELOPMENT/ *CURRICULUM PLANNING/ ECONOMICS/ GEOGRAPHY/ HISTORY/ *LATIN AMERICAN CULTURE/ *SOCIAL STUDIES/ SOCIOLOGY

SELECTED KEY IDEAS CONTAINED IN THIS BULLETIN ABOUT LATIN AMERICA ARE ORGANIZED AROUND SIX CATEGORIES AND ARE MEANT AS SUGGESTIONS FOR CURRICULUM BUILDING AND EMPHASIS IN A SOCIAL STUDIES CLASS. THE SIX CATEGORIES ARE--(1) THE PHYSICAL ENVIRONMENT, (2) HISTORICAL

BACKGROUNDS, (3) CONTEMPORARY SOCIETY AND THE FAMILY, (4) CONTEMPORARY CULTURE, (5) CONTEMPORARY ECONOMIES, AND (6) CONTEMPORARY POLITICS, GOVERNMENT, AND INTERNATIONAL RELATIONS. SOCIAL STUDIES TEACHERS AT BOTH THE ELEMENTARY OR SECONDARY LEVEL SHOULD FIND THESE IDEAS A USEFUL BASIS FOR THEIR CURRICULUM SINCE MANY OF THE TOPICS CAN BE INTRODUCED IN A SIMPLIFIED FORM IN EARLY GRADES AND DEVELOPED PROGRESSIVELY THROUGH SENIOR HIGH SCHOOL. ONE OF THE PRINCIPAL ASSUMPTIONS OF THIS PROJECT IS THAT THE TEACHER IS THE FOCAL POINT OF ANY PROGRAM WHICH PURPORTS TO STRENGTHEN INSTRUCTION ABOUT LATIN AMERICA AND THAT NEW CURRICULA AND NEW MATERIALS WILL BE OF LITTLE CONSEQUENCE UNLESS TEACHERS THEMSELVES ARE WELL INFORMED. A SUGGESTED TEACHING STRATEGY ADVISES THE INDUCTIVE APPROACH, STARTING WITH FACTS AND THEN MOVING TOWARD CONCEPTUALIZING AND GENERALIZING. THE BULLETIN EMPHASIZES ENDS AND NOT MEANS, GENERALIZATIONS AND NOT DETAILS, LATIN AMERICA AS A WHOLE AND NOT INDIVIDUAL COUNTRIES. RELATED REPORTS ARE ED 012 365, ED 012 832, AND ED 012 833. (PM)

21

ED013992 24 AA000260
GREECE--SELECTED PROBLEMS.
MARTONFFY, ANDREA PONTECORVO ; AND OTHERS
CHICAGO UNIV., ILL.
BR-6-2445-1
113P.

/ ANCIENT HISTORY/ CULTURAL INTERRELATIONSHIPS/ *CULTURE/ *CURRICULUM GUIDES/ *GREEK CIVILIZATION/ HIGH SCHOOL CURRICULUM/ *PROBLEM SETS/ *SOCIAL STUDIES

A CURRICULUM GUIDE IS PRESENTED FOR A 10-WEEK STUDY OF ANCIENT GREEK CIVILIZATION AT THE 10TH-GRADE LEVEL. TEACHING MATERIALS FOR THE UNIT INCLUDE (1) PRIMARY AND SECONDARY SOURCES DEALING WITH THE PERIOD FROM THE BRONZE AGE THROUGH THE HELLENISTIC PERIOD, (2) GEOGRAPHY PROBLEMS, AND (3) CULTURAL MODEL PROBLEM EXERCISES. THOSE CONCEPTS WITH WHICH THE STUDENT SHOULD GAIN MOST FAMILIARITY INCLUDE THE EXISTENCE OF THE UNIVERSAL CATEGORIES OF CULTURE (ECONOMICS, SOCIAL ORGANIZATION, POLITICAL ORGANIZATION, RELIGION, KNOWLEDGE, AND ARTS), THE INTERRELATEDNESS OF THESE CATEGORIES AT ANY GIVEN POINT IN TIME, AND THE INFLUENCE WHICH CHANGES IN ONE OF THESE MAY PLAY IN PRECIPITATING LARGE-SCALE SOCIAL AND CULTURAL CHANGE. AN INTRODUCTION TO THE BIOLOGICAL DETERMINANTS (INDIVIDUAL GENETIC COMPOSITIONS) AND GEOGRAPHICAL DETERMINANTS (TOPOGRAPHY, CLIMATE, LOCATION, AND RESOURCES) OF GREEK CIVILIZATION IS PROVIDED. THE STUDENT IS ALSO INTRODUCED TO THE IDEA OF CULTURAL DIFFUSION OR CULTURE BORROWING. (TC)

22

ED018440 24 TE499992
PLANNING PROJECT FOR THE TEACHING OF ASIAN STUDIES IN NEW ENGLAND SECONDARY SCHOOLS. FINAL REPORT.
COLE, ALLAN B.

BR-6-8711
DEC67
OEC-1-7-068711-0380
29P.

/ *ASIAN HISTORY/ CHINESE/ CHINESE CULTURE/ *CULTURAL EDUCATION/ FINE ARTS/ HIGH SCHOOL STUDENTS/ *INSERVICE TEACHER EDUCATION/ *INTERDISCIPLINARY APPROACH/ JAPANESE/ LIBRARY SERVICES/ LITERATURE/ RELIGION/ SABBATICAL LEAVES/ SECONDARY EDUCATION/ *SOCIAL STUDIES/ SUMMER INSTITUTES

ASIAN STUDIES IN SECONDARY SCHOOLS HAVE PASSED THEIR PIONEER STAGE AND REQUIRE EXPANSION AND MORE DEPTH. THERE IS NEED FOR PREPARING TEACHERS BY SUMMER INSTITUTES, BY SERVICES WHICH SHOULD BE SUPPLIED BY A SERVICE CENTER, AND BY LEAVES OF ABSENCE FOR STUDIES AT GRADUATE CENTERS AND IN ASIA. THE TEACHING OF CHINESE AND JAPANESE LANGUAGES SHOULD BE SERIOUSLY UNDERTAKEN BY SECONDARY SCHOOL STUDENTS OF GOOD APTITUDE--AT FIRST AT SOME 10 REGIONAL CENTERS IN NEW ENGLAND. AFTER MORE TEACHERS HAVE BEEN TRAINED, THESE LANGUAGES SHOULD BE OFFERED, AS ARE OTHERS, AS PART OF THE REGULAR CURRICULUM. IF THERE IS TO BE ADEQUATE GOVERNMENTAL SUPPORT, PERHAPS ONE-THIRD OF THE SECONDARY SCHOOLS IN NEW ENGLAND COULD COME TO PROVIDE SUCH INSTRUCTION. (THIS SURVEY DESCRIBES THE OPPORTUNITIES FOR ASIAN STUDIES IN SECONDARY SCHOOL CURRICULA AND WHAT THE FURTHER NEEDS ARE. IT OUTLINES BY PHASES AND ACTIVITIES A PROPOSED SERVICE CENTER FOR TEACHERS OF ASIAN STUDIES IN NEW ENGLAND.) (AUTHOR)

23

ED019220 72 SE003049
STUDY OF BIOLOGY TEACHING AND THE PROSPECT OF ADAPTATION OF THE BSCS PROGRAM FOR HIGH SCHOOLS IN ISRAEL. FINAL REPORT.
POLJAKOFF-MAYBER, ALEXANDRA
HEBREW UNIV., JERUSALEM (ISRAEL).
BR-5-1407
66
12P.

/ ACADEMIC ACHIEVEMENT/ *BIOLOGY/ COMPARATIVE ANALYSIS/ *CURRICULUM/ *CURRICULUM DEVELOPMENT/ EDUCATIONAL PROGRAMS/ EVALUATION/ GRADE 9/ *INTERNATIONAL EDUCATION/ *SCIENCE COURSE IMPROVEMENT PROJECT/ SECONDARY SCHOOL SCIENCE/ STUDENT ATTITUDES
/ BIOLOGICAL SCIENCES CURRICULUM STUDY/ ISRAEL/ TEST ON UNDERSTANDING SCIENCE

REPORTED ARE THE ADAPTATION OF THE BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS) YELLOW VERSION BIOLOGY FOR USE IN ISRAEL AND A DESCRIPTION OF A FEEDBACK AND EVALUATION SYSTEM WHICH IS BEING USED IN COMPARING THE BSCS ADAPTATION TO THE CONVENTIONAL ISRAELIAN BIOLOGY PROGRAM. PART 1 DEALS WITH THE ADAPTATION OF THE BSCS MATERIALS WHICH WAS DONE BY 25 BIOLOGY TEACHERS FROM VARIOUS TYPES OF ISRAELIAN SECONDARY SCHOOLS (ACADEMIC, AGRICULTURE KIBBUTZIM). A TEXTBOOK, LABORATORY MANUAL FOR THE STUDENT, AND A BOOK FOR THE TEACHER WERE

PREPARED SIMULTANEOUSLY. THE PRIMARY TEXTBOOK AND LABORATORY CHANGES FOR EACH YELLOW VERSION CHAPTER ARE GIVEN IN THE REPORT. PART 2 DISCUSSES THE TESTING PHASE WHICH IS DIRECTED AT TWO MAJOR OBJECTIVES. THESE ARE (1) TO PRODUCE FEEDBACK INFORMATION OF TEACHING EFFICIENCY, AS MEASURED BY STUDENT ACHIEVEMENT, ON KEY POINTS IN THE TEXT, AND (2) TO PROVIDE EVALUATION DATA IN COMPARING THE BSCS APPROACH TO CONVENTIONAL BIOLOGY INSTRUCTION. BSCS QUARTERLY ACHIEVEMENT TESTS WERE ADAPTED TO PROVIDE FEEDBACK INFORMATION. THE TESTS USED ON A PRE- AND POST-TEST BASIS FOR THE COMPARATIVE ANALYSIS WERE (1) THE TEST ON UNDERSTANDING SCIENCE (TOUS), (2) INVESTIGATOR-CONSTRUCTED ATTITUDE AND BIOLOGICAL INFORMATION TESTS, AND (3) THE "MILTA" GROUP INTELLIGENCE TEST. THE CONTROLLED EXPERIMENT WAS INITIATED DURING THE 1966-67 SCHOOL YEAR. THE RESULTS OF THE ACHIEVEMENT TESTS, INCLUDING ITEM ANALYSES, ARE BEING MADE AVAILABLE TO ALL PARTICIPATING TEACHERS. (DS)

24

ED021762 SE004976

CURRICULUM AND TEACHING OF MATHEMATICS IN THE HIGHER SECONDARY SCHOOLS.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NIE CAMPUS, NEW DELHI (INDIA). DEPT. OF CURRICULUM AND EVALUATION.

RMQ66004
NIE-HEW-NO-009
BR-5-1402
426P.

/ *COURSE CONTENT/ *CURRICULUM/ CURRICULUM DEVELOPMENT/ *CURRICULUM GUIDES/ *MATHEMATICS/ OBJECTIVES/ *SECONDARY SCHOOL MATHEMATICS/ TEACHING TECHNIQUES

/ INDIA/ NEW DELHI

THIS CURRICULUM GUIDE FOR GENERAL MATHEMATICS CONSISTS OF THE DEVELOPMENT OF A NUMBER OF BASIC CONCEPTS WHICH ARE CHOSEN BECAUSE OF THEIR RELEVANCE TO PROBLEMS OF APPLICATIONS. THESE CONCEPTS ARE CLASSIFIED UNDER THE FOLLOWING STRANDS--(1) CONCEPT OF NUMBER, (2) CONCEPTS BASIC TO OPERATIONS, (3) CONCEPTS OF PERCENT AND PERCENTAGE, (4) CONCEPTS BASIC TO GEOMETRIC FORM AND POSITION, (5) CONCEPTS OF MEASUREMENT, (6) CONCEPTS OF FUNCTIONAL RELATIONSHIP, (7) CONCEPTS OF COMPARISON, (8) CONCEPTS OF PROBABILITY, (9) CONCEPTS OF SET, (10) CONCEPTS OF LIMIT, (11) CONCEPTS OF INFINITY. ALL THE CONCEPTS ARE DEVELOPED CONTINUOUSLY AND SIMULTANEOUSLY THROUGH FOUR YEARS OF HIGH SCHOOL AND AT VARYING LEVES OF SOPHISTICATION AND DIFFICULTY. (RP)

25

ED021763 72 SE004978

CURRICULUM AND TEACHING OF MATHEMATICS IN THE HIGHER SECONDARY SCHOOLS.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NIE CAMPUS, NEW DELHI (INDIA). DEPT. OF CURRICULUM AND EVALUATION.

RMQ66004
NIE-HEW-NO-009
BR-5-1402
236P.

/ ALGEBRA/ ARITHMETIC/ *COURSE OBJECTIVES/ *CURRICULUM/ EVALUATION/ GEOMETRY/ INSTRUCTIONAL MATERIALS/ *MATHEMATICS/ *SECONDARY SCHOOL MATHEMATICS/ TEACHING PROCEDURES
/ INDIA/ NEW DELHI

THIS CURRICULUM PROJECT IN GENERAL MATHEMATICS WAS PLANNED WITH TWO SPECIFIC OBJECTIVES--(1) TO STUDY THE EXISTING CURRICULA, TEXTBOOKS, AND TEACHING METHODS IN MATHEMATICS IN HIGHER SECONDARY SCHOOLS OF VARIOUS STATES, AND (2) TO DEVELOP A NEW CURRICULUM IN MATHEMATICS IN LIGHT OF THE OBJECTIVES OF TEACHING THE SUBJECT AND TO TRY OUT THE EXPERIMENTAL CURRICULUM BY ADOPTING SUITABLE TECHNIQUES OF TEACHING AND LEARNING. GIVEN IS A BRIEF ACCOUNT, IN TWO SECTIONS, OF HOW THE PROJECT WAS CONDUCTED THROUGH VARIOUS STAGES. SECTION I DEALS WITH THE STUDY OF THE EXISTING SYLLABUSES, TEXTBOOKS, AND TEACHING METHODS IN MATHEMATICS IN HIGHER SECONDARY SCHOOLS. SECTION I I DEALS WITH THE DEVELOPMENT OF THE NEW CURRICULUM AS IT INVOLVES (1) FORMULATION AND SPECIFICATIONS OF OBJECTIVES, (2) SELECTION AND ORGANIZATION OF LEARNING MATERIALS, (3) DEVELOPING THE LEARNING EXPERIENCES, AND (4) EVALUATION OF THE CURRICULUM. (RP)

26

ED021866 24 TE499979
PREPARATION OF TEACHING GUIDES AND MATERIALS ON ASIAN COUNTRIES FOR USE IN GRADES I-XII. FINAL REPORT.
MICHAELIS, JOHN U.
RMQ66004
HS-146
BR-5-1036
1 JUL 68
OEC-5-10-040
324P.

/ AREA STUDIES/ *ASIAN HISTORY/ CHINESE CULTURE/ COURSE CONTENT/ *CULTURE/ *CURRICULUM DEVELOPMENT/ CURRICULUM EVALUATION/ CURRICULUM GUIDES/ ELEMENTARY EDUCATION/ GEOGRAPHIC REGIONS/ GEOGRAPHY/ HISTORY/ INDIANS/ SECONDARY EDUCATION/ SOCIAL STUDIES/ *SOCIAL STUDIES UNITS/ *TEACHING GUIDES
/ *ASIA

INTENDED TO IMPROVE INSTRUCTION IN ASIAN STUDIES IN GRADES 1-12, THIS REPORT OF A PROJECT (UNIVERSITY OF CALIFORNIA, BERKELEY) CONTAINS EXTENSIVE LISTS OF GENERAL GUIDELINES FOR INCORPORATING ASIAN STUDIES INTO THE SOCIAL STUDIES CURRICULUM; GUIDELINES FOR PREPARING UNITS OF INSTRUCTION ON ASIAN TOPICS; EXAMPLE UNITS FOR ELEMENTARY AND HIGH SCHOOL; ASSESSMENTS OF UNITS PREPARED FOR THE PROJECT, BASED ON TEACHER EVALUATIONS, STUDENT REACTIONS, AND TEST DATA; AND AN OUTLINE AND ILLUSTRATIVE LESSONS PLANS FOR A THEMATIC APPROACH TO AN ELECTIVE

HIGH SCHOOL COURSE ON ASIAN CULTURES. A SUMMARY OF PROJECT ACTIVITIES AND RECOMMENDATIONS FOR IMPROVING CURRICULUM DEVELOPMENT PROJECTS IN THE SOCIAL STUDIES ARE ALSO INCLUDED. APPENDIXES PRESENT A LIST OF SOURCES OF INFORMATION ON ASIAN STUDIES AND ASIAN COUNTRIES, A LIST OF PROJECT PERSONNEL, A LIST OF MATERIALS DISSEMINATED BY THE PROJECT, AND INSTRUMENTS USED TO EVALUATE UNITS OF INSTRUCTION. (JS)

27

ED022781 24 TE499978
THE TREATMENT OF LATIN AMERICA IN SOCIAL STUDIES INSTRUCTIONAL MATERIALS. BULLETIN NO. 5.
GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
BR-6-1183
68
OEC-4-6-061183-1216
46P.

/ AUDIOVISUAL AIDS/ BIBLIOGRAPHIES/ CULTURAL AWARENESS/ CULTURAL DIFFERENCES/ *CULTURAL EDUCATION/ ELEMENTARY EDUCATION/ FILMSTRIPS/ GEOGRAPHY INSTRUCTION/ HISTORY INSTRUCTION/ *INSTRUCTIONAL MATERIALS/ *LATIN AMERICAN CULTURE/ RESOURCE MATERIALS/ SECONDARY GRADES/ *SOCIAL STUDIES/ SUPPLEMENTARY READING MATERIALS/ TEXTBOOK BIAS/ *TEXTBOOK EVALUATION/ TEXTBOOK SELECTION/ UNITS OF STUDY (SUBJECT FIELDS)

THE UNIVERSITY OF TEXAS LATIN AMERICA CURRICULUM PROJECT'S SURVEY OF INSTRUCTIONAL MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS REVEALED SPECIFIC STRENGTHS AND WEAKNESSES AT ALL LEVELS. THE PARTICULAR WEAKNESSES FOUND IN ELEMENTARY MATERIALS WERE THAT (1) INSTRUCTIONAL MATERIALS VARIED WIDELY IN TYPE AND QUALITY; AND (2) TEXTBOOKS EMPHASIZED PHYSICAL GEOGRAPHY RATHER THAN CULTURAL OR SOCIAL BACKGROUND, GAVE LITTLE IN-DEPTH KNOWLEDGE OF ANY ONE AREA, EMPHASIZED NONTYPICAL COUNTRIES, INDISCRIMINATELY INCLUDED NAMES AND DATES, WERE OVERLY GENERAL ABOUT CONTEMPORARY PROBLEMS, EMPHASIZED RECALL OF FACTS RATHER THAN REASONING, AND MADE LITTLE ATTEMPT TO RELATE NEW MATERIAL TO THE STUDENT'S KNOWN WORLD. ON THE POSITIVE SIDE, THE SURVEY DISCOVERED MANY BOOKS AND PAMPHLETS AVAILABLE FOR THE ELEMENTARY GRADES, AS WELL AS SOME TEACHING UNITS AND VISUAL AIDS. AT THE SECONDARY LEVEL, THE PROJECT FOUND THAT TEXTBOOKS TENDED EITHER TO LOSE SIGHT OF LATIN AMERICA IN A WORLD PICTURE OR TO CONSIDER ONLY THE AREA'S RELATIONSHIP WITH THE UNITED STATES FROM 1890 TO THE 1930'S. BIBLIOGRAPHIES OF SUPPLEMENTARY BOOKS AND PAMPHLETS, SOME SATISFACTORY TEACHING UNITS, AND FILM STRIPS WERE FOUND TO BE AVAILABLE FOR USE AT THIS LEVEL. THE USE OF CURRENT EVENTS MEDIA, ALTHOUGH FREQUENTLY BIASED, WAS RECOMMENDED FOR USE IN SECONDARY CLASSROOMS OVER A PERIOD OF TIME TO DEVELOP AN IN-DEPTH UNDERSTANDING OF ONE AREA. (LH)

28

ED023690 24 TE499971
PREPARATION AND EVALUATION OF SOCIAL STUDIES CURRICULUM GUIDES AND MATERIALS FOR GRADES K TO 14. FINAL REPORT.
WEST, EDITH; AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS.
RMQ66004
HS-045
BR-5-0659
AUG 68
OEC-3-10-106
459P.

/ BEHAVIORAL SCIENCES/ *CURRICULUM DEVELOPMENT/ *CURRICULUM EVALUATION/ *CURRICULUM PLANNING/ ECONOMICS/ ELEMENTARY EDUCATION/ GEOGRAPHY/ HISTORY/ INQUIRY TRAINING/ INSERVICE PROGRAMS/ INSTRUCTIONAL MATERIALS/ NON WESTERN CIVILIZATION/ POLITICAL SCIENCE/ PRIMARY EDUCATION/ SECONDARY EDUCATION/ SOCIAL SCIENCES/ *SOCIAL STUDIES/ SOCIAL STUDIES UNITS/ SOCIOLOGY

THE MINNESOTA SOCIAL STUDIES CURRICULUM CENTER HAS DEVELOPED A SOCIAL STUDIES CURRICULUM FOR GRADES K-12. RECOMMENDATIONS FOR GRADES 13-14 HAVE NOT BEEN MADE YET. THE CURRICULAR FRAMEWORK PROVIDES CONTINUITY AND SEQUENCE FOR THOSE KEY CONCEPTS, GENERALIZATIONS, SKILLS, AND ATTITUDINAL BEHAVIORS IDENTIFIED AS GOALS FOR THE PROGRAM. THE CURRICULUM PROVIDES INCREASED EMPHASIS UPON THE NON-WESTERN WORLD, BEHAVIORAL SCIENCES, STRUCTURE IN DISCIPLINES, THE STUDY OF VALUE CONFLICTS, TEACHING PUPILS INQUIRY METHODS, AND INQUIRY TEACHING-STRATEGIES. THE PROGRAM IS DESIGNED FOR PUPILS OF DIFFERENT ABILITY LEVELS. THE CENTER HAS PREPARED RESOURCE UNITS AND A GENERAL GUIDE AT EACH GRADE LEVEL AND HAS WRITTEN SOME PUPIL MATERIALS TO SUPPLEMENT THOSE AVAILABLE COMMERCIALLY. COURSES AND UNITS HAVE BEEN FIELD-TESTED AND REVISED IN THE LIGHT OF TEACHER FEEDBACK. THE CENTER HAS EXPERIMENTED WITH AN INSERVICE TRAINING PROGRAM WHICH EMPLOYS TEACHERS WHO HAVE TAUGHT THE NEW COURSES TO TRAIN OTHER TEACHERS. QUESTIONNAIRE STUDIES HAVE BEEN USED TO OBTAIN REACTIONS OF TEACHERS TO MATERIALS AND TO INSERVICE PROGRAMS. TWO CAREFUL EVALUATION STUDIES HAVE BEEN CONDUCTED: ONE OF THE SEVENTH-GRADE SOCIOLOGY COURSE AND ONE OF THE PRIMARY-GRADE MATERIALS. (AUTHOR/SW)

29

ED023692 24 TE499973
AFRICA SOUTH OF THE SAHARA: A RESOURCE GUIDE FOR SECONDARY SCHOOL TEACHERS. INTERIM REPORT.
BEYER, BARRY K., ED.
CARNEGIE-MELLON UNIV., PITTSBURGH, PA.
RMQ66004
BR-7-0724
68
OEC-3-7-070724-2970

217P.

/ *AFRICAN CULTURE/ ANNOTATED BIBLIOGRAPHIES/ AUDIOVISUAL AIDS/ BIOGRAPHIES/ *CURRICULUM DEVELOPMENT/ HISTORY/ *INSTRUCTIONAL MATERIALS/ *SECONDARY EDUCATION/ *SOCIAL STUDIES/ STUDENT ATTITUDES/ TEACHING GUIDES

/ *AFRICA/ PROJECT AFRICA

INFORMATION TO HELP EDUCATORS DEVELOP A PROGRAM OF STUDY ABOUT AFRICA SOUTH OF THE SAHARA IS PRESENTED IN THIS GUIDE FOR USE WITH SECONDARY SCHOOL STUDENTS. APPROPRIATE OBJECTIVES FOR A STUDY OF THIS REGION AND ITS PEOPLE ARE STATED: THE ACQUISITION OF SUFFICIENT INFORMATION TO MAKE CONTEMPORARY AFRICA INTELLIGIBLE, THE FORMULATION OF CONCEPTS USEFUL IN ORGANIZING FUTURE INFORMATION ABOUT THE PEOPLE AND THE COUNTRIES, AND THE DEVELOPMENT OF THE INTELLECTUAL SKILLS OF INQUIRY AND GENERALIZATION. INCLUDED ARE GUIDELINES FOR INSTRUCTION; A SURVEY OF THE LITERATURE ON TEACHING ABOUT THE REGION; A SUMMARY OF THE ATTITUDES TOWARD AFRICA HELD BY AMERICAN SECONDARY SCHOOL STUDENTS; AN EXTENSIVE ANNOTATED BIBLIOGRAPHY LISTING MATERIALS AND AUDIOVISUAL AIDS ON CURRICULUM DEVELOPMENT, TEACHING IMPROVEMENT, AFRICA SOUTH OF THE SAHARA, WEST AFRICA, EAST AFRICA, CENTRAL AFRICA, SOUTHERN AFRICA, AND SPECIFIC COUNTRIES; AND A BIBLIOGRAPHY OF RECOMMENDED BASIC INSTRUCTIONAL MATERIALS ON THE REGION. (SEE ALSO TE 499 975.) (JS)

30

ED027095 24 PS001710

A PILOT STUDY INTEGRATING VISUAL FORM AND ANTHROPOLOGICAL CONTENT FOR TEACHING CHILDREN AGES 6 TO 11 ABOUT CULTURES AND PEOPLES OF THE WORLD; SPECIFICALLY, THE PREPARATION OF A DANCED PRESENTATION WITH LECTURE INTERPRETING SOME OF THE CULTURAL VALUES IN WEST AND CENTRAL AFRICAN COMMUNITIES. FINAL REPORT.

PRIMUS, PEARL E.
NEW YORK UNIV., N.Y. SCHOOL OF EDUCATION.
RMQ66004
CRP-S-369
BR-5-8443
FEB 68
OEC-5-10-381
100P.

/ AFRICAN CULTURE/ ANTHROPOLOGY/ CROSS CULTURAL TRAINING/ CULTURAL AWARENESS/ CULTURAL EDUCATION/ *DANCE/ *ELEMENTARY SCHOOL STUDENTS/ *INTERCULTURAL PROGRAMS/ MULTIMEDIA INSTRUCTION/ *MUSIC/ NONVERBAL LEARNING/ *PILOT PROJECTS/ SOCIOCULTURAL PATTERNS/ SPECIAL PROGRAMS/ TEACHING METHODS/ TEACHING MODELS

A PILOT STUDY WAS CONDUCTED TO DEMONSTRATE THE USE OF DANCE AS A METHOD FOR IMPROVING AND EXTENDING CURRICULUM CONTENT OF WORLD CULTURES IN ELEMENTARY SCHOOLS. THE SECONDARY OBJECTIVES EMPHASIZED NONVERBAL EXPERIENCE AS A MEANS OF INTERPRETING THE PATTERNS OF CULTURAL VALUES IN WEST AND CENTRAL AFRICA. MOST OF THE 41

PRESENTATIONS OF THE DANCE PROGRAM WERE PERFORMED BEFORE A VARIETY OF ELEMENTARY SCHOOL AUDIENCES, BUT SOME PRESENTATIONS WERE SHOWN TO THE PUBLIC. THE EVALUATION CONSISTED OF ANALYZING 666 LETTERS AND 691 DRAWINGS FROM CHILDREN, PHOTOGRAPHS, TAPED INTERVIEWS USING QUESTIONNAIRES, AND LETTERS FROM EDUCATORS AND PROFESSIONAL ADVISORS. THE RESULTS SHOWED THAT AN EDUCATIONAL PROGRAM USING DANCE, MUSIC, AND SCULPTURE TO INTEGRATE VISUAL FORM AND ANTHROPOLOGICAL CONTENT COULD BE USED SUCCESSFULLY TO TEACH CHILDREN OF AGES SIX TO ELEVEN ABOUT VARIOUS CULTURES. THE DIRECTOR URGED THE USE OF SUCH PROGRAMS AS "CULTURAL BRIDGES" TO ESTABLISH BETTER UNDERSTANDING AMONG PEOPLES OF THE WORLD. (JS)

31

ED028190 24 TE499948
POLK AND MEXICO: A STUDY IN PRESIDENTIAL LEADERSHIP AND THE USE OF POWER. TEACHER AND STUDENT MANUALS.
HELLERMAN, LEON
AMHERST COLL., MASS.
RMQ66004
CRP-H-168
BR-5-1071
67
OEC-5-10-158
82P.

/ *AMERICAN HISTORY/ AREA STUDIES/ CURRICULUM GUIDES/ *FOREIGN POLICY/ FOREIGN RELATIONS/ HISTORY/ *HISTORY INSTRUCTION/ INSTRUCTIONAL MATERIALS/ MEXICAN AMERICAN HISTORY/ *POLITICAL POWER/ POLITICAL SCIENCE/ *PRESIDENTS/ SECONDARY EDUCATION/ SOCIAL SCIENCES/ SOCIAL STUDIES/ SOCIAL STUDIES UNITS/ UNITED STATES HISTORY
/ JAMES K. POLK/ *MEXICAN AMERICAN WAR

FOCUSING ON JAMES K. POLK'S HANDLING OF THE DIPLOMATIC CRISIS WITH MEXICO, WHICH FOLLOWED HIS ACCESSION TO OFFICE, AND ON THE RESULTS OF THE MEXICAN WAR, THIS UNIT ASKS THE STUDENT TO EVALUATE POLK'S ACTIONS. IN THE EVALUATION, THE STUDENT MUST ASSESS THE RESPONSIBILITIES OF PRESIDENTIAL LEADERSHIP AND CONFRONT THE IMPLICATIONS OF POWER IN INTERNATIONAL AFFAIRS. SUBSIDIARY QUESTIONS INCLUDE THE RELATIONSHIP BETWEEN THE PRESIDENT AND CONGRESS IN THE MAKING OF FOREIGN POLICY, THE PROBLEM OF CRITICIZING A PRESIDENT'S WARTIME POLICIES, AND THE QUESTION OF WHETHER WAR IS EVER JUSTIFIED AS AN INSTRUMENT OF NATIONAL POLICY. (AUTHOR)

32

ED028194 24 TE499952
THE UNITED STATES AND THE SOVIET UNION, 1917-1965. TEACHER AND STUDENT MANUALS.
GORMAN, IRA

AMHERST COLL., MASS.
RMQ66004
CRP-H-168
BR-5-1071
65
OEC-5-10-158
60P.

/ *AMERICAN HISTORY/ CURRICULUM GUIDES/ EUROPEAN HISTORY/ FOREIGN POLICY/ *FOREIGN RELATIONS/ HISTORY/ *HISTORY INSTRUCTION/ INSTRUCTIONAL MATERIALS/ MODERN HISTORY/ POLITICAL SCIENCE/ SECONDARY EDUCATION/ SOCIAL SCIENCES/ SOCIAL STUDIES/ SOCIAL STUDIES UNITS/ TEACHING METHODS/ *UNITED STATES HISTORY/ WORLD AFFAIRS

/ SOVIET UNION/ *UNION OF SOVIET SOCIALIST REPUBLICS/ USSR

INTENDED FOR COLLEGE-PREPARATORY STUDENTS AT THE HIGH SCHOOL LEVEL, THIS UNIT INVESTIGATES THE CHANGING TIDES IN U.S.-SOVIET DIPLOMATIC RELATIONS AND THE REASONS FOR THE CHANGE. THE FOCUS OF THE UNIT IS ON A SERIES OF PARTICULAR EPISODES SUCH AS THE QUESTIONS OF FAMINE RELIEF IN THE 1920'S, DIPLOMATIC RECOGNITION IN THE 1930'S, WORLD WAR II, THE BERLIN BLOCKADE, THE HUNGARIAN REVOLUTION, AND THE CUBAN MISSILE CRISIS. INTRODUCTIONS SET EACH EPISODE IN CONTEXT, AND THE STUDENT IS ASKED TO ASSESS THE WISDOM AND SUCCESS OF AMERICAN POLICY-MAKING. (AUTHOR)

33

ED030010 24 AA000370

AFRICAN SOUTH OF THE SAHARA: AN OBJECTIVE TEST FOR SECONDARY SCHOOLS. A WORLD REGIONS PERCEPTION SURVEY.

CARNEGIE-MELLON UNIV., PITTSBURGH, PA.
RMQ66004
BR-7-0724
68
OEC-3-7-070724-2970
16P.

/ *AFRICAN CULTURE/ ATTITUDE TESTS/ *CULTURAL AWARENESS/ *DIAGNOSTIC TESTS/ GEOGRAPHIC CONCEPTS/ *GEOGRAPHIC REGIONS/ INDIVIDUAL TESTS/ OBJECTIVE TESTS/ SECONDARY SCHOOL STUDENTS/ SOCIAL STUDIES/ *STUDENT ATTITUDES/ STUDENT TESTING

/ *AFRICA/ PROJECT AFRICA

DESIGNED BY PROJECT AFRICA OF CARNEGIE-MELLON UNIVERSITY, THESE TWO TEST INSTRUMENTS HAVE BEEN USED TO DISCOVER WHAT SELECTED AMERICAN SECONDARY SCHOOL STUDENTS KNOW OR BELIEVE ABOUT AFRICA AND OTHER REGIONS OF THE WORLD. THE FIRST INSTRUMENT, A 30-MINUTE OBJECTIVE TEST, "AFRICA SOUTH OF THE SAHARA," IS COMPRISED OF 60 MULTIPLE-CHOICE AND MATCHING QUESTIONS. AN ANSWER KEY IS PROVIDED. THE SECOND TEST, "A WORLD REGIONS PERCEPTION SURVEY," ASKS STUDENTS TO MATCH 90 SELECTED VOCABULARY TERMS WITH ANY OF SEVEN REGIONS OF THE WORLD--NORTH AMERICA, SOUTH AMERICA, EUROPE, RUSSIA, ASIA, THE MIDDLE EAST, AND AFRICA SOUTH OF THE SAHARA. A WORLD MAP AND DIRECTIONS FOR ADMINISTRATION OF BOTH TESTS ARE INCLUDED. (SEE ED 023 692 AND ED 023 693 FOR THE REPORTS OF THE PROJECTS IN WHICH THESE TESTS WERE USED.) (RD)

34

ED032116 88 PS002046
FAMILY LIFE AROUND THE WORLD, LEVEL I.
SAM HOUSTON STATE COLL., HUNTSVILLE, TEX. DEPT. OF EDUCATION.
BBB0C077
OPSC-68-5055
AUG 68
181P.

/ AMERICAN CULTURE/ BEHAVIORAL OBJECTIVES/ *CURRICULUM GUIDES/ *ELEMENTARY SCHOOL CURRICULUM/ *FAMILY LIFE/ FOREIGN CULTURE/ *GRADE 1 / MULTIMEDIA INSTRUCTION/ *SOCIAL STUDIES

THIS DOCUMENT, INTENDED FOR USE WITH FIRST GRADERS, IS ONE OF A SERIES OF SOCIAL STUDIES CURRICULUM GUIDES. LESSONS INCLUDE (1) FAMILIES IN OUR COMMUNITY, (2) FAMILIES IN HIGH RISE APARTMENTS, (3) FAMILIES IN OLD HOMES OF THE CITY, (4) FAMILIES IN ALASKA, (5) FAMILIES IN MEXICO, AND (6) FAMILIES IN JAPAN. THE PROGRAM IS STRUCTURED SO THAT (1) THE COURSE CONTENT IS TAUGHT WITHIN A CONCEPTUAL FRAMEWORK, I.E., THE STUDENT IS TAUGHT TO UNDERSTAND BASIC CONCEPTS RATHER THAN A MASS OF ISOLATED FACTS, (2) THE USE OF THE DISCOVERY OR INQUIRY METHOD OF STUDY IS EMPHASIZED, (3) MANY DISCIPLINES OF THE SOCIAL SCIENCES (ECONOMICS, GEOGRAPHY, HISTORY, ANTHROPOLOGY, AND POLITICAL SCIENCE) ARE INTEGRATED INTO THE MATERIAL, (4) THE CHILD IS PLACED IN A WORLD WIDE COMMUNITY, (5) BASIC SKILLS AND RESEARCH TECHNIQUES ARE ENCOURAGED, (6) MULTI-MEDIA RESOURCES ARE USED, AND (7) PROGRAM OBJECTIVES ARE STATED IN TERMS OF CHILDREN'S BEHAVIOR. AN INSTRUCTIONAL KIT CONTAINING SLIDES, FILMS, TAPES, AND TRANSPARENCIES TO ACCOMPANY THE GUIDE IS AVAILABLE. BIBLIOGRAPHIES SUGGEST ADDITIONAL MATERIALS. (WD)

35

ED032320 24 TE499914
FOUR COMMUNITIES AROUND THE WORLD, GRADE THREE. THE TABA SOCIAL STUDIES CURRICULUM.
DURKIN, MARY C.; ELLIS, KIM
SAN FRANCISCO STATE COLL., CALIF. TABA SOCIAL STUDIES CURRICULUM PROJECT.
RMQ66004
BR-5-1314
69
OEC-6-10-182
236P.; A REVISION OF THE THIRD GRADE MATERIALS IN THE CONTRA COSTA COUNTY SOCIAL STUDIES PROGRAM.

/ *COMMUNITY CHARACTERISTICS/ CROSS CULTURAL STUDIES/ CULTURAL DIFFERENCES/ CULTURAL ENVIRONMENT/ CULTURAL EXCHANGE/ CULTURAL FACTORS / CULTURAL INTERRELATIONSHIPS/ CULTURAL TRAITS/ ECONOMIC FACTORS/ ECONOMIC STATUS/ ENVIRONMENTAL INFLUENCES/ ESKIMOS/ ETHNIC GROUPS/ *GRADE 3/ RACE INFLUENCES/ SOCIAL CHANGE/ *SOCIAL STUDIES UNITS/ *SOCIOECONOMIC INFLUENCES/ *TEACHING GUIDES

THIS TEACHER'S GUIDE, WHICH PRESENTS 19 STUDENT BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN GRADE 3, IS DESIGNED TO HELP CHILDREN RECOGNIZE AND RESPECT DIFFERENCES IN CULTURES OTHER THAN THEIR OWN. THE YEAR'S PLAN DEALS WITH FOUR COMMUNITIES AROUND THE WORLD, WITH TWO UNITS ON EACH COMMUNITY: (1) THE CENTRAL ESKIMO--"DIFFERENCES IN ECONOMIES ARE ASSOCIATED WITH DIFFERENCES IN THE WAYS PEOPLE USE THEIR ENVIRONMENT AND SKILLS," AND "CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM." (2) THE DESERT NOMAD--"INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS," AND "TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR." (3) THE THAI VILLAGER--"THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE," AND "TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS THAT WILL OCCUR IN A PEOPLE'S WAY OF LIFE." (4) THE NORWEGIAN FISHERMAN-FARMER--"INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS," AND "PEOPLE MAY DEVELOP NEW WAYS WITHIN THEIR TRADITION TO ACHIEVE THEIR GOALS." LEARNING OBJECTIVES, SUGGESTED LEARNING ACTIVITIES, TEACHERS' NOTES, AND EVALUATION EXERCISES ARE INCLUDED FOR EACH UNIT. (LH)

36

ED032322 24 TE499916
UNITED STATES AND CANADA--SOCIETIES IN TRANSITION, GRADE FIVE. THE TABA SOCIAL STUDIES CURRICULUM.
DUVALL, ALICE; AND OTHERS
SAN FRANCISCO STATE COLL., CALIF. TABA SOCIAL STUDIES CURRICULUM PROJECT.
RMQ66004
BR-5-1314
69
OEC-6-10-182
294P.; A REVISION OF THE FIFTH GRADE MATERIALS IN THE CONTRA COSTA COUNTY SOCIAL STUDIES PROGRAM.

/ AMERICAN HISTORY/ CULTURAL BACKGROUND/ CULTURAL FACTORS/ ECONOMIC DEVELOPMENT/ ENVIRONMENTAL INFLUENCES/ EUROPEAN HISTORY/ FAMILY MOBILITY/ *GRADE 5/ *MODERN HISTORY/ SOCIAL CHANGE/ SOCIAL DEVELOPMENT / SOCIAL MOBILITY/ *SOCIAL STUDIES UNITS/ *TEACHING GUIDES/ *TECHNOLOGICAL ADVANCEMENT/ WESTERN CIVILIZATION
/ CANADA/ *UNITED STATES

THE TECHNOLOGICAL AND CULTURAL CHANGES THAT HAVE AFFECTED THE UNITED STATES AND CANADA SINCE THE 15TH CENTURY ARE THE SUBJECTS OF THIS TEACHER'S GUIDE FOR A FIFTH-GRADE SOCIAL STUDIES COURSE. SIX UNITS ARE PRESENTED: (1) "NEW DISCOVERIES RESULT FROM THE APPLICATION OF PREVIOUSLY LEARNED KNOWLEDGE TO THE SOLUTION OF CURRENT PROBLEMS." (2) "THE LIFE STYLE OF A CULTURE IS SHAPED BY THE CONTRIBUTIONS OF GROUPS WHICH MAKE UP THAT CULTURE." (3) "CONFLICT MAY DEVELOP AMONG GROUPS WHEN GOALS AND EXPECTATIONS DIFFER." (4) "A MOBILE PEOPLE TEND TO DEVELOP A WAY OF LIFE THAT DIFFERS FROM THAT IN ESTABLISHED

COMMUNITIES." (5) "TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO THE NATURE AND EXTENT OF CULTURAL CHANGE." (6) "THE PHYSICAL AND CULTURAL RESOURCES OF AN AREA ENCOURAGE SPECIALIZATION IN THE USE OF LAND." NINETEEN BEHAVIORAL OBJECTIVES TO BE MASTERED DURING THE YEAR AND THE RATIONALES BEHIND THEM ARE GIVEN. ALSO LISTED ARE THE OBJECTIVES OF THE CURRICULUM (GRADES 1-8) OF WHICH THIS GUIDE IS A PART, AND THE 11 KEY CONCEPTS EMPHASIZED AT ALL LEVELS OF THE CURRICULUM. TEACHING STRATEGIES FOR COGNITIVE SKILLS, ATTITUDES, FEELINGS, AND VALUES ARE INCLUDED. (LH)

37

ED032323 24 TE499917
MIDDLE AND SOUTH AMERICA--SOCIETIES IN TRANSITION, GRADE SIX. THE TABA SOCIAL STUDIES CURRICULUM.
DURKIN, MARY C.; AND OTHERS
SAN FRANCISCO STATE COLL., CALIF. TABA SOCIAL STUDIES CURRICULUM PROJECT.
RMQ66004
BR-5-1314
69
OEC-6-10-182
217P.; A REVISION OF THE SIXTH GRADE MATERIALS IN THE CONTRA COSTA COUNTY SOCIAL STUDIES PROGRAM.

/ AREA STUDIES/ CROSS CULTURAL STUDIES/ CULTURAL BACKGROUND/ CULTURAL DIFFERENCES/ CULTURAL INTERRELATIONSHIPS/ CULTURE CONTACT/ GEOGRAPHIC REGIONS/ *GRADE 6/ HUMAN RESOURCES/ *LATIN AMERICAN CULTURE / NATURAL RESOURCES/ PERSONAL VALUES/ POLITICAL DIVISIONS (GEOGRAPHIC) / SOCIAL PROBLEMS/ *SOCIAL STUDIES UNITS/ *SOCIOECONOMIC INFLUENCES/ *TEACHING GUIDES/ TECHNOLOGICAL ADVANCEMENT
/ CENTRAL AMERICA/ *SOUTH AMERICA

THE PRIMARY EMPHASIS OF THIS TEACHING GUIDE FOR A GRADE 6 SOCIAL STUDIES COURSE IS ON THE PEOPLE OF THE SOCIETIES WHICH EXIST IN MIDDLE AND SOUTH AMERICA. FIVE UNITS, EACH ORGANIZED AROUND A MAIN IDEA, ARE SUGGESTED: (1) "CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE." (2) "THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS." (3) "THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHIC FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA." (4) "DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS." (5) "CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY." NOTES TO THE TEACHER, LEARNING OBJECTIVES, LEARNING ACTIVITIES, AND EVALUATION EXERCISES ARE DEVELOPED FOR EACH UNIT. TEACHING STRATEGIES FOR COGNITIVE SKILLS AND FOR ATTITUDES, VALUES, AND FEELINGS ARE GIVEN. ALSO LISTED ARE THE OBJECTIVES OF THE CURRICULUM OF WHICH THIS COURSE IS A PART, THE 11 KEY CONCEPTS EMPHASIZED THROUGHOUT IT, AND 19 BEHAVIORAL OBJECTIVES TO BE ACHIEVED DURING THE SIXTH GRADE. (LH)

38

ED032324 24 TE499918
AFRICA SOUTH OF THE SAHARA, RATIONALE AND INTRODUCTION: AN EXPERIMENTAL PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING GUIDE.
CARNEGIE-MELLOM UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
69
OEC-3-7-070724-2970
67P.

/ *AFRICAN CULTURE/ AUDIOVISUAL AIDS/ CULTURAL BACKGROUND/ *CURRICULUM DEVELOPMENT/ INDUCTIVE METHODS/ *INSTRUCTIONAL MATERIALS/ *SOCIAL STUDIES/ SOCIAL STUDIES UNITS/ SOCIOECONOMIC INFLUENCES/ TEACHING METHODS/ WORLD GEOGRAPHY/ WORLD HISTORY
/ *AFRICA/ PROJECT AFRICA
THE ARTICULATION OF A RATIONALE FOR PROJECT AFRICA'S INSTRUCTIONAL PROGRAM, THE COLLECTION OF MATERIALS FOR IMPROVING INQUIRY-ORIENTED INSTRUCTION AT THE SECONDARY LEVEL ABOUT AFRICA SOUTH OF THE SAHARA, AND THE PREPARATION OF TEACHING AND STUDY GUIDES HAVE BEEN COMPLETED. THIS GEOGRAPHIC REGION, RATHER THAN THE WHOLE CONTINENT, WAS CHOSEN TO ALLOW FOR AN IN-DEPTH STUDY OF A UNIQUE AFRICAN REGION, THE UNDERSTANDING OF WHICH "IS VITAL TO ANY UNDERSTANDING OF THE AFRICAN CONTINENT." THE DEVELOPMENT OF LEARNING MATERIALS WAS BASED ON TEACHING THE STUDENT TO IDENTIFY THE PURPOSE FOR INQUIRY, TO BUILD AND TEST A HYPOTHESIS, TO DRAW CONCLUSIONS, AND TO APPLY THOSE CONCLUSIONS TO NEW DATA. THE CURRICULUM WAS DIVIDED INTO THREE AREAS OF STUDY: THE CULTURAL BACKGROUND OF AFRICANS SOUTH OF THE SAHARA, THE SOCIAL AND ECONOMIC FORCES WHICH HAVE AFFECTED THEM IN THE PAST, AND THE IMPACT OF MODERN IDEAS AND TECHNOLOGY ON THE AFRICAN WAY OF LIFE. (THE INITIATORY UNIT FOR THE STUDY OF AFRICA SOUTH OF THE SAHARA IS INCLUDED.) SEE ED 030 010, ED 023 692, ED 023 693, AND TE 499 919-499 921 FOR ADDITIONAL PROJECT AFRICA MATERIALS. (MP)

39

ED032325 24 TE499919
PEOPLES OF AFRICA, TOPIC 1. AFRICA SOUTH OF THE SAHARA: A PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. (TEACHING AND STUDENT GUIDES).
CARNEGIE-MELLOM UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66C04
BR-7-0724
69
OEC-3-7-070724-2970
189P.
ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SO. SIXTH ST., CHAMPAIGN, ILL. 61820 (ON LOAN ONLY)

/ *AFRICAN CULTURE/ AREA STUDIES/ COMMUNITY CHARACTERISTICS/ *CROSS CULTURAL STUDIES/ CULTURAL FACTORS/ CULTURAL TRAITS/ ENVIRONMENTAL INFLUENCES/ *ETHNIC GROUPS/ PHYSICAL CHARACTERISTICS/ SECONDARY EDUCATION/ SOCIAL CHARACTERISTICS/ SOCIAL STRUCTURE/ *SOCIAL STUDIES UNITS/ STUDY GUIDES/ *TEACHING GUIDES/ TEACHING METHODS

/ *AFRICA/ PROJECT AFRICA

THIS TEACHING GUIDE AND STUDENT TEXT FOR PROJECT AFRICA'S CURRICULUM PROGRAM, "AFRICA SOUTH OF THE SAHARA," DEAL WITH HOW FOUR TYPICAL CONTEMPORARY AFRICAN PEOPLES ACQUIRED THEIR PRESENT WAY OF LIFE: (1) THE HAUSA OF NORTHERN NIGERIA, (2) THE KUNG BUSHMEN OF THE KALAHARI DESERT, (3) THE MECH'A GALLA OF ETHIOPA, AND (4) THE KIKUYU OF KENYA. TECHNIQUES OF CLASSIFICATION AND AN INQUIRY-ORIENTED TEACHING STRATEGY BASED ON A SCIENTIFIC APPROACH ARE EMPHASIZED. THE TEACHER'S GUIDE CONTAINS DETAILED LESSON PLANS, SUGGESTIONS FOR CLASSROOM PROCEDURE, LISTS OF INSTRUCTIONAL AIDS, GUIDES IN USING THESE AIDS, MAPS, GLOSSARIES, AND STUDENT STUDY GUIDES. THE STUDENT TEXT CONTAINS SPECIFIC BACKGROUND INFORMATION ON THE PEOPLES STUDIED, READING LISTS, AND NEWSPAPER SELECTIONS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MP)

40

ED032326 24 TE499920

HISTORY OF AFRICA, TOPIC 2. AFRICA SOUTH OF THE SAHARA: AN EXPERIMENTAL PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING AND STUDENT GUIDES.

CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
69
OEC-3-7-070724-2970
249P.

ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SO. SIXTH ST., CHAMPAIGN, ILL. 61820 (ON LOAN ONLY)

/ *AFRICAN CULTURE/ *AFRICAN HISTORY/ AREA STUDIES/ COMMUNITY CHARACTERISTICS/ CULTURAL FACTORS/ CULTURAL TRAITS/ ENVIRONMENTAL INFLUENCES/ ETHNIC GROUPS/ HISTORY INSTRUCTION/ SECONDARY EDUCATION/ *SOCIAL STUDIES UNITS/ *SOCIOECONOMIC INFLUENCES/ STUDY GUIDES/ *TEACHING GUIDES/ TEACHING METHODS

/ *AFRICA/ PROJECT AFRICA

AN HISTORICAL PERSPECTIVE ON THE SOCIAL, POLITICAL, AND ECONOMIC EVENTS OF THE PAST WHICH WERE INSTRUMENTAL IN SHAPING MODERN AFRICA IS PRESENTED IN THIS CURRICULUM PROGRAM. CONTAINED IN THE TEACHING GUIDE AND STUDENT TEXT ARE UNITS ON (1) PREHISTORIC AFRICA AND THE MYSTERY OF THE ZIMBABWE KINGDOM, (2) PRE-TWENTIETH CENTURY BLACK AFRICAN KINGDOMS, (3) THE SLAVE TRADE AND ITS EFFECT ON AFRICAN DEVELOPMENT, (4) THE IMPACT OF EUROPEAN COLONIALISM ON THE AFRICAN PEOPLES, AND (5) THE GROWTH OF AFRICAN NATIONALISM AND AFRICAN INDEPENDENCE. THE TEACHER'S GUIDE CONTAINS DETAILED LESSON PLANS, SUGGESTIONS FOR CLASSROOM PROCEDURE, LISTS OF INSTRUCTIONAL AIDS AND GUIDES FOR USING THEM, MAPS, GLOSSARIES, AND STUDENT STUDY GUIDES. THE STUDENT TEXT

CONTAINS SPECIFIC BACKGROUND INFORMATION ON THE HISTORY OF AFRICA AND RECOMMENDED READING SELECTIONS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MP)

41

ED032327 24 TE499921

CHANGING AFRICA, TOPIC 3. AFRICA SOUTH OF THE SAHARA: A PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING AND STUDENT GUIDES.

CARNEGIE-MELLOM UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
69
OEC-3-7-070724-2970
125P.

ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SO. SIXTH ST., CHAMPAIGN, ILL. 61820 (ON LOAN ONLY)

/ *AFRICAN CULTURE/ AREA STUDIES/ COMMUNITY CHARACTERISTICS/ CULTURAL FACTORS/ EDUCATIONAL IMPROVEMENT/ ENVIRONMENTAL INFLUENCES/ ETHNIC GROUPS/ RURAL URBAN DIFFERENCES/ SECONDARY EDUCATION/ *SOCIAL CHANGE/ SOCIAL CHARACTERISTICS/ *SOCIAL STUDIES UNITS/ SOCIOECONOMIC INFLUENCES/ STUDY GUIDES/ *TEACHING GUIDES/ TEACHING METHODS/ URBAN CULTURE

/ *AFRICA/ PROJECT AFRICA

THIS TEACHING GUIDE AND STUDENT TEXT DEAL WITH FOUR AREAS OF CHANGE IN CONTEMPORARY AFRICA: (1) SOCIAL CHANGE AND THE PRESENCE OF INDUSTRIALIZATION, (2) CHANGING PATTERNS OF WORK FROM A RURAL TO AN INDUSTRIAL-URBAN ECONOMY, (3) THE IMPACT OF CHANGING PATTERNS IN EDUCATION ON THE LIVES OF AFRICANS, AND (4) THE NATURE OF AFRICAN CITIES AND URBAN LIVING. THE TEACHER'S GUIDE CONTAINS DETAILED LESSON PLANS, SUGGESTIONS FOR CLASSROOM PROCEDURE, LISTS OF INSTRUCTIONAL AIDS, AND STUDENT STUDY GUIDES, IN ADDITION TO SUGGESTED ACTIVITIES FOR CONCLUDING THE ENTIRE PROJECT ON AFRICA SOUTH OF THE SAHARA. THE STUDENT TEXT CONTAINS RECOMMENDED READING SELECTIONS AND SPECIFIC BACKGROUND INFORMATION ON THE CHANGING SOCIAL, EDUCATIONAL, POLITICAL, AND ECONOMIC ENVIRONMENT IN AFRICA. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MP)

42

ED032332 24 TE499930

IMPERIALISM AND THE DILEMMA OF POWER. TEACHER AND STUDENT MANUALS.
BUFFINTON, THOMAS F.
AMHERST COLL., MASS.
RMQ66004
CRP-H-168
BR-5-1071
65
OEC-5-10-158
56P.

/ COLONIALISM/ *CURRICULUM GUIDES/ DEVELOPING NATIONS/ ECONOMIC FACTORS/ EUROPEAN HISTORY/ *FOREIGN POLICY/ FOREIGN RELATIONS/ *IMPERIALISM/ INDUSTRIALIZATION/ NATIONALISM/ POLITICAL ATTITUDES/ POLITICAL INFLUENCES/ POLITICAL ISSUES/ POLITICAL POWER/ SECONDARY EDUCATION/ *SOCIAL STUDIES/ SOCIOECONOMIC INFLUENCES/ *UNITED STATES HISTORY

EXPLORING THE DILEMMA AND RESPONSIBILITIES OF POWER, THIS SOCIAL STUDIES UNIT BEGINS WITH AN ARTICLE BY A CHINESE COMMUNIST WHO ATTACKS AMERICA AS AGGRESSIVELY IMPERIALISTIC AND ENDS WITH AN ARTICLE BY AN ENGLISHMAN WHO LAUDS AMERICAN IMPERIALISM. SECTIONS OF THE UNIT DISCUSS (1) THE NATURE OF IMPERIALISM, (2) THE SUBSTANCE OF EUROPEAN IMPERIALISM, AS WELL AS THE POLITICAL PRESSURES AND IDEOLOGIES, AT THE END OF THE 19TH CENTURY, (3) THE IMPERIALISTIC COURSE TAKEN IN THE EARLY 20TH CENTURY BY THE UNITED STATES IN THE PHILIPPINES AND THE CARIBBEAN, AND (4) THE BURDEN OF RESPONSIBILITY TODAY IN SUCH PLACES AS THE DOMINICAN REPUBLIC AND VIETNAM. EXCERPTS FROM "THE CONGRESSIONAL RECORD" AND FROM MESSAGES BY WOODROW WILSON, THEODORE ROOSEVELT, AND CORDELL HULL ARE INCLUDED AS WELL AS CHARTS WHICH COMPARE THE ECONOMIC GROWTH OF THE WORLD'S EMPIRES AT THE TURN OF THE 19TH CENTURY AND WHICH INDICATE SIGNIFICANT EVENTS IN RECENT UNITED STATES HISTORY. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/JB)

43

ED032335 24 TE499933

HIROSHIMA: A STUDY IN SCIENCE, POLITICS AND THE ETHICS OF WAR. TEACHER AND STUDENT MANUALS.

HARRIS, JONATHAN
AMHERST COLL., MASS.
RMQ66004
CRP-H-168
BR-5-1071
65
OEC-5-10-158
60P.

/ *CURRICULUM GUIDES/ *DECISION MAKING/ ETHICAL VALUES/ MILITARY SCIENCE/ MODERN HISTORY/ *MORAL ISSUES/ *NUCLEAR WARFARE/ POLITICAL INFLUENCES/ POLITICAL POWER/ PUBLIC OPINION/ SCIENTIFIC ATTITUDES/ SECONDARY EDUCATION/ *SOCIAL STUDIES/ UNITED STATES HISTORY

/ HIROSHIMA

BY FOCUSING ON THE QUESTION OF WHETHER IT WAS RIGHT OR WRONG TO DROP THE ATOMIC BOMB ON HIROSHIMA, THIS SOCIAL STUDIES UNIT SEEKS TO ILLUMINATE THE POLITICAL, MILITARY, SCIENTIFIC, AND MORAL COMPLEXITIES INVOLVED IN MAKING FAR-REACHING DECISIONS TODAY. SECTIONS OF THE UNIT USE PRIMARY MATERIALS FROM AMERICAN, JAPANESE, AND ENGLISH SOURCES TO EXPLORE THE FOLLOWING QUESTIONS: (1) WHAT WAS THE CHOICE IN TERMS OF JAPANESE VERSUS AMERICAN LIVES? (2) WAS THE A-BOMB A MILITARY

NECESSITY? (3) AS THE AGONY OF THE ATOMIC SCIENTISTS AND THE JAPANESE REACTION TO THE POTSDAM DECLARATION ARE REVIEWED IN LIGHT OF RECENT HISTORY, WAS THERE A BETTER WAY TO WIN THE WAR? (4) WAS RUSSIA THE REASON THAT THE UNITED STATES USED THE BOMB? AND (5) WAS THE USE OF THE A-BOMB MORALLY DEFENSIBLE? INCLUDED ARE EXCERPTS FROM THE OPINIONS OF ATOMIC SCIENTISTS, MILITARY OFFICERS, AND POLITICAL LEADERS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/JB)

44

ED032337 24 TE499935
THE EMBARGO OF 1807: A STUDY IN POLICY-MAKING. TEACHER AND STUDENT MANUALS.
BEEBE, RALPH K.
AMHERST COLL., MASS.
RMQ66004
CRP-H-168
BR-5-1071
65
OEC-5-10-158
67P.

/ *CURRICULUM GUIDES/ DECISION MAKING/ DEMOCRATIC VALUES/ FOREIGN POLICY/ *LEADERSHIP/ LEADERSHIP QUALITIES/ LEADERSHIP RESPONSIBILITY/ LEADERSHIP STYLES/ MAJORITY ATTITUDES/ *POLICY FORMATION/ POLITICAL INFLUENCES/ POLITICAL POWER/ PUBLIC OPINION/ SECONDARY EDUCATION/ *SOCIAL STUDIES/ *UNITED STATES HISTORY
/ *THOMAS JEFFERSON

FOCUSING ON THE CONTROVERSY WHICH SURROUNDED THOMAS JEFFERSON AND THE EMBARGO OF 1807, THIS SOCIAL STUDIES UNIT EXAMINES THE NUMEROUS FACTORS WHICH AFFECT PRESIDENTIAL POLICY-MAKING AND LEADERSHIP. THE UNIT PRESENTS NEWSPAPER ACCOUNTS OF THE BOARDING OF THE AMERICAN FRIGATE "CHESAPEAKE" BY THE ENGLISH IN 1807 AND ENUMERATES THE FACTORS THAT INFLUENCED JEFFERSON'S SUBSEQUENT RESPONSE TO THE SITUATION--(1) JEFFERSON'S TEMPERAMENT, HIS POLITICAL PHILOSOPHY AND FEELINGS ABOUT THE LIMITATIONS OF THE FEDERAL GOVERNMENT, AND HOW THIS COMPLICATED HIS DECISION, (2) THE POLITICAL AND INTERNATIONAL SITUATION EXISTING AT THE TIME OF THE CHESAPEAKE INCIDENT WHICH CONDITIONED JEFFERSON'S RESPONSE, (3) HIS ACTUAL RESPONSE TO THE CRISIS AND STEPS IN THE DEVELOPMENT OF HIS POLICY OF EMBARGO, AND (4) PUBLIC REACTION TO THE EMBARGO AND JEFFERSON'S DIFFICULTIES IN CARRYING OUT THIS POLICY. JEFFERSON'S POLICY IS THEN ASSESSED AND THE COMPLEXITIES INVOLVED IN THE JUDGMENT OF ANY PUBLIC POLICY ARE DISCUSSED. INCLUDED ARE EXCERPTS FROM THE WRITINGS OF THOMAS JEFFERSON AND NEWSPAPER ACCOUNTS OF AMERICAN AND BRITISH REACTIONS TO THE CRISIS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/JB)

45

ED033143 24 TE499910
DEVELOPMENT OF GUIDELINES AND RESOURCE MATERIALS ON LATIN AMERICA FOR USE IN GRADES 1-12. FINAL REPORT.
GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
BR-6-1183
1 AUG 69
OEC-4-6-061183-1216
68P.

/ AMERICAN HISTORY/ AREA STUDIES/ *CULTURAL BACKGROUND/ CULTURAL EDUCATION/ CURRICULUM EVALUATION/ GEOGRAPHY/ *INSTRUCTIONAL MATERIALS/ *LATIN AMERICAN CULTURE/ *PROGRAM EVALUATION/ SOCIAL BACKGROUND/ SOCIAL INFLUENCES/ SOCIAL PROBLEMS/ SOCIAL STUDIES/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS
/ *LATIN AMERICA
THE LATIN AMERICA PROJECT (1966-69) CONSISTED OF TWO PHASES: (1) COMPLETION OF BACKGROUND STUDIES AND (2) PREPARATION, FIELD TESTING, AND EVALUATION OF INSTRUCTIONAL MATERIALS. FIVE BACKGROUND BULLETINS WERE PREPARED AND DISTRIBUTED (SEE ED 012 832, ED 012 833, ED 012 365, ED 013 342, ED 022 781) AND INSTRUCTIONAL MATERIALS ORGANIZED AROUND CONCEPTS IN THE BACKGROUND BULLETIN, "KEY IDEAS ABOUT LATIN AMERICA," WERE DEVELOPED. FIVE OF 8 UNITS PREPARED--"BIRTHDAY IN VENEZUELA," A SLIDE SHOW FOR PRIMARY GRADES; "LATIN AMERICA: ITS LAND, STORY AND PEOPLES," MIDDLE GRADES; "LATIN AMERICA: A CULTURAL REGION OF THE WORLD," GRADES 8-10; "ESTABLISHMENT OF THE AMERICAN COLONIES: A COMPARISON OF SPANISH AND ENGLISH AMERICA," SENIOR HIGH AMERICAN HISTORY; AND "CONTEMPORARY INTER-AMERICAN RELATIONS," SENIOR HIGH AMERICAN HISTORY--WERE TESTED IN CLASSROOMS, AND TEACHER AND PUPIL EVALUATIONS YIELDED GENERALLY FAVORABLE RESPONSES. A MAJOR RECOMMENDATION WAS THAT A FUTURE SIMILAR PROJECT MIGHT BE UNDERTAKEN AS A JOINT VENTURE OF A UNIVERSITY AND A PUBLISHER. (LH)

46

ED033249 24 AA000419
GEOGRAPHY OF AFRICA; AN EXPERIMENTAL PROGRAMMED TEACHING UNIT.
WITTHUHN, BARTON; AND OTHERS
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. SOCIAL STUDIES CURRICULUM CENTER.
BR-7-0724
69
191P.

/ CLIMATIC FACTORS/ *CURRICULUM RESEARCH/ *GEOGRAPHY/ *HIGH SCHOOL STUDENTS/ INDIVIDUALIZED INSTRUCTION/ MAPS/ *SOCIAL STUDIES
/ *AFRICA

THIS PROGRAMMED TEXT OF BASIC GEOGRAPHY WAS CREATED BY PROJECT AFRICA, A SOCIAL STUDIES CURRICULUM RESEARCH AND DEVELOPMENT PROJECT ESTABLISHED AT CARNEGIE MELLON UNIVERSITY (PITTSBURGH, PENNSYLVANIA). THIS MATERIAL IS INTENDED TO SERVE AS AN INDEPENDENT STUDY AID FOR STUDENTS WHO WISH TO UNDERSTAND BASIC GEOGRAPHIC PRINCIPLES OF LOCATION, SEASONS AND CLIMATE, ESPECIALLY AS THEY APPLY TO AFRICA. ALTHOUGH THE PROGRAM IS DESIGNED FOR HIGH SCHOOL SOCIAL STUDIES, THE APPENDED MAPS HAVE BEEN TESTED AND INCORPORATED INTO OTHER PARTS OF A SIXTEEN-WEEK, JUNIOR HIGH SCHOOL PROGRAM OF STUDY ON AFRICA SOUTH OF THE SAHARA. (AUTHOR/BF)

47

ED033969 24 TE499959
A LAW AND SOCIAL SCIENCE CURRICULUM BASED ON THE ANALYSIS OF PUBLIC ISSUES. FINAL REPORT.
NEWMANN, FRED M.; AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
HS-058
BR-5-0669
MAR 69
OEG-3-10-142
389P.
ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820 (ON LOAN ONLY)

/ *CONCEPT TEACHING/ CRITICAL THINKING/ CURRENT EVENTS/ *CURRICULUM DEVELOPMENT/ *DISCUSSION (TEACHING TECHNIQUE)/ EXPERIMENTAL CURRICULUM / FUNDAMENTAL CONCEPTS/ PRODUCTIVE THINKING/ PUBLIC AFFAIRS EDUCATION/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ VALUES

THIS FOUR-PART REPORT FROM THE HARVARD SOCIAL STUDIES PROJECT DESCRIBES A SECONDARY SCHOOL CURRICULUM BASED ON AN ANALYSIS OF PUBLIC CONTROVERSY AND DEVELOPED TO TRAIN STUDENTS TO EXAMINE, THROUGH DISCUSSION AND ARGUMENT, THE KINDS OF DISPUTES THAT CAUSE SOCIAL CONFLICT. THE FIRST PART OF THE REPORT IS A DISCUSSION OF THE CURRICULUM APPROACH WHICH IS A SEQUENCE OF FIVE LEVELS: (1) INTRODUCTION TO SOCIAL PROBLEMS: THE INDIVIDUAL WITHIN A COMMUNITY, (2) REVOLUTION, POLITICS AND LAW: ANGLO-AMERICAN CONSTITUTIONAL DEVELOPMENT, (3) TRANSITION AND CONFLICT IN AMERICAN SOCIETY, 1865-1930, (4) CRISIS IN 20TH CENTURY WORLD SOCIETIES, AND (5) INTRODUCTION TO THE PROBLEM OF INTERNATIONAL ORDER. ILLUSTRATIVE CURRICULUM MATERIALS ARE INCLUDED. PART TWO DETAILS THE TESTING AND EVALUATION OF THE DEVELOPED MATERIALS. THE THIRD PART DESCRIBES "DISCUSSION PROCESS CONCEPTS" AND DISCUSSION APPROACHES TO DIFFERENT TYPES OF ISSUES. THE CONCLUDING SECTION DISCUSSES "SUBSTANTIVE CONCEPTS"--MORALITY-RESPONSIBILITY, EQUALITY, CONSENT, WELFARE-SECURITY, AND PROPERTY. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MP)

48

ED034102 64 AA000462
TEACHER'S GUIDE TO JAPANESE FAMILY 1966: THE MATCH BOX PROJECT; PROTOTYPE EDITION.
REICH, BINDA; SCHANCK, SUSAN
CHILDRENS MUSEUM, BOSTON, MASS.
RMQ66004
BR-5-0710
66
OEC-4-16-019
66P.; APPENDIX TO KRESSE, FREDERICK H.; MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN: A PROJECT TO DEVELOP AND EVALUATE MULTI-MEDIA KITS FOR ELEMENTARY SCHOOLS

/ ACTIVITY UNITS/ CREATIVE ACTIVITIES/ *CROSS CULTURAL TRAINING/ CULTURE/ ECONOMICS/ EMPATHY/ ENRICHMENT ACTIVITIES/ *FAMILY (SOCIOLOGICAL UNIT)/ FAMILY LIFE/ *FAMILY STRUCTURE/ *JAPANESE/ RELIGION/ ROLE PLAYING/ SOCIAL CHARACTERISTICS/ SOCIAL STUDIES/ *SOCIAL STUDIES UNITS/ UNITS OF STUDY (SUBJECT FIELDS)
/ MATCH BOXES/ *MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN
THE MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN (MATCH BOX) PROJECT PROVIDES FOR A TWO-WEEK INTENSIVE TREATMENT OF A SUBJECT ON THE ELEMENTARY SCHOOL LEVEL. EACH MATCH BOX CONTAINS MATERIALS, EQUIPMENT AND ACTIVITIES THAT WORK TOGETHER TO FOSTER THE TEACHING/LEARNING OF THE PARTICULAR SUBJECT MATTER. THE JAPANESE FAMILY, 1966, LEADS THE STUDENTS TO LEARN, VIA ROLE-PLAYING, THE ORGANIZATION OF THE MODERN JAPANESE FAMILY AND THE RIGHTS AND OBLIGATIONS OF EACH MEMBER. THE MATCH BOX PROVIDES FOR FIVE SEPARATE FAMILIES, EACH SLIGHTLY DIFFERENT AS TO THE FATHER'S OCCUPATION AND ADHERANCE TO TRADITION. IN ORDER TO ROLE-PLAY ASSIGNED FAMILY MEMBERS THE CHILDREN LEARN ABOUT THE FAMILY STRUCTURE, RELIGION, ANCESTOR WORSHIP, THE CHANGING ECONOMIC STRUCTURE, HOUSEHOLD FURNISHINGS, AND SOME CONTEMPORARY JAPANESE HISTORY. THEN THEY ARE "TESTED" BY THE OTHER FAMILIES TO DETERMINE THEIR MANNERS AND THEIR UNDERSTANDING OF THE NEED TO ADHERE TO AND HONOR THE STANDARDS OF THE GROUP. IT IS FELT THAT THIS APPROACH WILL HELP THE CHILDREN FEEL MORE SYMPATHY AND CURIOSITY TOWARDS THEIR ORIENTAL COUNTERPARTS THAN WOULD A MORE GENERAL AND ABSTRACT COURSE OF STUDY. (SH)

49

ED035332 48 FL001536 1 AUG 69
DEVELOPMENT AND DISSEMINATION OF MATERIALS FOR THE TEACHING OF WORLD HISTORY IN A FOREIGN LANGUAGE (GERMAN). FINAL REPORT.
KEITEL, HELMUT
COMMON SCHOOL DISTRICT JOINT NUMBER 16, SUSSEX, WIS.
RMQ66004
BR-7-0210
OEC-3-7-070210-2703
281P.

/ AUDIOLINGUAL METHODS/ *COURSE CONTENT/ EUROPEAN HISTORY/ FILMSTRIPS/ *GERMAN/ INSTRUCTIONAL MATERIALS/ *INTERDISCIPLINARY APPROACH/ LANGUAGE SKILLS/ MANUALS/ *PILOT PROJECTS/ SECONDARY SCHOOLS / SECOND LANGUAGE LEARNING/ TAPE RECORDINGS/ TEACHING GUIDES/ TEACHING METHODS/ TEXTBOOK PREPARATION/ WESTERN CIVILIZATION/ WORLD AFFAIRS/ *WORLD HISTORY/ WORLD PROBLEMS

A COMPLETE WORLD CULTURES COURSE TAUGHT IN GERMAN AT THE SECONDARY LEVEL IS ACCOMPANIED BY A TEACHER'S GUIDE AND THE FINAL REPORT OF THE PROJECT. EMPHASIZING THE UTILIZATION OF LANGUAGE SKILLS PREVIOUSLY ACQUIRED IN GERMAN 1 AND 2, THE TEACHER'S GUIDE DISCUSSES A MULTIPLE APPROACH TO THE SUBJECT MATTER INCLUDING: (1) ROLE PLAYING, (2) STUDY GUIDE DEVELOPMENT, (3) INTRODUCTION OF VOCABULARY, (4) QUESTION-ANSWER TECHNIQUES, (5) LECTURE-QUESTION METHODS, AND (6) GROUPWORK RELATED TO AREA STUDY. SAMPLE STUDY GUIDES AND TESTS ARE INCLUDED. AN EXTENSIVE BIBLIOGRAPHY OF ARTICLES IN ENGLISH CONCLUDES THIS SEGMENT. THE FINAL REPORT DISCUSSES PROJECT DESIGN AND RESULTS AND FINDINGS WITH SOME STATISTICAL ANALYSIS. TAPES AND FILMSTRIPS TO ACCOMPANY THE COURSE ARE AVAILABLE FOR DUPLICATION FROM THE PRINCIPAL INVESTIGATOR. (RL)

50

ED036535 24 TE499864
CASES AND CONTROVERSY: GUIDE TO TEACHING THE PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT, AND SUPPLEMENT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
67
OEG-3-10-142
32P.
DOCUMENT NOT AVAILABLE FROM EDRS.

/ CASE STUDIES (EDUCATION)/ CLASS ACTIVITIES/ *CRITICAL THINKING/ CURRENT EVENTS/ *DISCUSSION (TEACHING TECHNIQUE)/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ SOCIAL STUDIES UNITS/ *TEACHING GUIDES

THIS GENERAL GUIDE PRESENTS AN OVERVIEW AND EXPLAINS THE RATIONALE OF THE TEACHING APPROACH OF THE "PUBLIC ISSUES SERIES," UNITS PRODUCED BY THE HARVARD SOCIAL STUDIES PROJECT TO HELP STUDENTS IN GRADES 9-12 ANALYZE AND DISCUSS HUMAN DILEMMAS RELATED TO PUBLIC ISSUES. (A DETAILED REPORT ON THE NATURE, DEVELOPMENT, AND EVALUATION OF THE HARVARD SOCIAL STUDIES PROJECT CAN BE FOUND IN ED 033 969.) THE "PUBLIC ISSUES SERIES" ITSELF IS COMPOSED OF THE INDIVIDUAL UNITS, FOCUSING ON CONTROVERSIAL ISSUES, WHICH ARE LISTED BELOW AS TE 499 865 THROUGH TE 499 888. EACH OF THESE UNITS CONTAINS CASE STUDIES AND IS ACCOMPANIED BY OBJECTIVE TESTS AND A TEACHING GUIDE THAT CONTAINS SUGGESTIONS ABOUT ISSUES, THEMES, MODERN ANALOGIES, AND SUPPLEMENTARY ACTIVITIES. THE GENERAL GUIDE AND EACH OF THE UNITS ARE AVAILABLE FROM AMERICAN EDUCATION PUBLICATIONS, EDUCATION CENTER, COLUMBUS, OHIO 43216, AT $0.35 A COPY; MINIMUM ORDER IS 10 UNITS. "CASES AND CONTROVERSY" IS FREE WITH A 10-BOOK ORDER. (LK)

51

ED036548 24 TE499877
COLONIAL KENYA: CULTURES IN CONFLICT. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
68
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *AFRICAN CULTURE/ *COLONIALISM/ CULTURAL DIFFERENCES/ *CULTURE CONFLICT/ ECONOMIC DEVELOPMENT/ EUROPEAN HISTORY/ POLITICAL POWER/ SECONDARY EDUCATION/ SOCIAL ACTION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES/ VIOLENCE/ WESTERN CIVILIZATION
/ *KENYA
SEE TE 499 864, ABOVE.

52

ED036549 24 TE499878
COMMUNIST CHINA: COMMUNAL PROGRESS AND INDIVIDUAL FREEDOM. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
68
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ACTIVISM/ CIVIL LIBERTIES/ COMMUNISM/ *ECONOMIC CHANGE/ ECONOMIC PROGRESS/ SECONDARY EDUCATION/ *SOCIAL CHANGE/ SOCIAL CLASS/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES
/ CHINA/ *COMMUNIST CHINA
SEE TE 499 864, ABOVE.

53

ED036550 24 TE499879
NAZI GERMANY: SOCIAL FORCES AND PERSONAL RESPONSIBILITY. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
68

OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *CENTRALIZATION/ CITIZENSHIP RESPONSIBILITY/ ECONOMIC DISADVANTAGEMENT/ LEGAL PROBLEMS/ *MORAL ISSUES/ PERSONAL INTERESTS/ *POLITICAL POWER/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES
/ GERMANY/ HITLER (ADOLF)/ *NAZI GERMANY
SEE TE 499 864, ABOVE.

54

ED036551 24 TE499880
20TH CENTURY RUSSIA: AGENTS OF REVOLUTION. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
68
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ COLLECTIVE SETTLEMENTS/ ECONOMIC CHANGE/ GOVERNMENT ROLE/ INDIVIDUALISM/ *MODERN HISTORY/ MORAL ISSUES/ POLICE/ POLITICAL POWER/ SECONDARY EDUCATION/ SOCIAL ACTION/ *SOCIAL CHANGE/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES/ VIOLENCE
/ *RUSSIA/ STALIN (JOSEPH)
SEE TE 499 864, ABOVE.

55

ED036552 24 TE499881
THE LIMITS OF WAR: NATIONAL POLICY AND WORLD CONSCIENCE. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
70
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ AGGRESSION/ *CONFLICT/ DECISION MAKING/ *FOREIGN RELATIONS/ MILITARY SCIENCE/ MODERN HISTORY/ NATIONAL DEFENSE/ *NUCLEAR WARFARE/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES
/ HIROSHIMA/ NUREMBERG WAR TRIALS
SEE TE 499 864, ABOVE.

56

ED036553 24 TE499882
REVOLUTION AND WORLD POLITICS: THE SEARCH FOR NATIONAL INDEPENDENCE. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
70
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *FOREIGN POLICY/ *INTERVENTION/ POLITICAL ISSUES/ SECONDARY EDUCATION/ *SOCIAL CHANGE/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES/ WORLD AFFAIRS
SEE TE 499 864, ABOVE.

57

ED036558 24 TE499887
DIPLOMACY AND INTERNATIONAL LAW: ALTERNATIVES TO WAR. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
70
OEG-3-10-142
64P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ FOREIGN POLICY/ *FOREIGN RELATIONS/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES/ WORLD AFFAIRS/ *WORLD PROBLEMS
THIS UNIT WILL BE AVAILABLE SEPTEMBER 1, 1970. SEE TE 499 864, ABOVE.

58

ED036559 24 TE499888
ORGANIZATIONS AMONG NATIONS: THE SEARCH FOR WORLD ORDER. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT.
OLIVER, DONALD W.; NEWMANN, FRED M.
HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
RMQ66004
BR-5-0669
69
OEG-3-10-142
64P.

DOCUMENT NOT AVAILABLE FROM EDRS.

/ FOREIGN RELATIONS/ *INTERNATIONAL ORGANIZATIONS/ SECONDARY EDUCATION/ *SOCIAL PROBLEMS/ *SOCIAL STUDIES/ TEACHING GUIDES/ WORLD AFFAIRS/ WORLD PROBLEMS

THIS UNIT WILL BE AVAILABLE SEPTEMBER 1, 1970. SEE TE 499 864, ABOVE.

59

ED036679 24 AA000517

LATIN AMERICA: ITS LAND, STORY AND PEOPLES (AN INSTRUCTIONAL UNIT FOR THE MIDDLE GRADES). INSTRUCTIONAL UNIT NO. 3 WITH READINGS.

GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
BR-6-1183
68
OEC-4-6-061183-1216
111P.

/ ART EXPRESSION/ CRITICAL THINKING/ *CURRICULUM GUIDES/ ECONOMIC FACTORS/ EDUCATIONAL QUALITY/ FAMILY LIFE/ GEOGRAPHY/ GOVERNMENTAL STRUCTURE/ GRADE 7/ HISTORY/ INDIVIDUAL CHARACTERISTICS/ *INTERMEDIATE GRADES/ *LATIN AMERICAN CULTURE/ RACIAL COMPOSITION/ RECREATIONAL ACTIVITIES/ RELIGIOUS FACTORS/ SOCIAL STRUCTURE/ *SOCIAL STUDIES

THIS 8- TO 12-WEEK INTRODUCTORY UNIT IS DESIGNED TO GIVE FIFTH, SIXTH OR SEVENTH GRADERS AN OVERVIEW OF LATIN AMERICAN GEOGRAPHY, HISTORY (BEFORE, DURING, AND AFTER EUROPEAN RULE) AND CULTURE. EXPLORING MEXICO AND PERU IN PARTICULAR, THE UNIT PLACES EMPHASIS ON THE INDIVIDUAL, THE FAMILY, RACIAL COMPOSITION, SOCIAL CLASSES, RELIGION, EDUCATION, GOVERNMENT, ECONOMICS, RECREATION, AND CREATIVE EXPRESSION IN LATIN AMERICAN COUNTRIES. READING MATERIALS AND NUMEROUS SPECIFIC ACTIVITIES, IN WHICH STRESS IS PLACED ON THE INQUIRY METHOD AND REFLECTIVE THINKING, ARE SUGGESTED. ALSO INCLUDED ARE BIBLIOGRAPHIES FOR BOTH STUDENTS AND TEACHERS AND TRANSPARENCY MASTERS OF MAPS AND DIAGRAMS. (SEE ALSO ED 012 365, ED 012 832, ED 012 833, ED 013 342, ED 022 781, AND ED 033 143.) (MF)

60

ED037586 24 AA000519

TRADITIONAL AFRICAN RELIGION: A RESOURCE UNIT.

GARLAND, WILLIAM E.
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ00000
BR-7-0724
70
73P.

/ *AFRICAN CULTURE/ AFRICAN HISTORY/ *ANNOTATED BIBLIOGRAPHIES/ HIGH SCHOOL STUDENTS/ INSTRUCTIONAL MATERIALS/ *NON WESTERN CIVILIZATION/ *RELIGIOUS CONFLICT/ *SOCIAL STUDIES UNITS
/ *PROJECT AFRICA
THIS RESOURCE UNIT IS BASED ON RESEARCH CONDUCTED BY LYNN MITCHELL AND ERNEST VALENZUELA, EXPERIENCED CLASSROOM TEACHERS OF AFRICAN HISTORY AND CULTURE. THE UNIT CONSISTS OF AN INTRODUCTION BY MR. GARLAND AND TWO MAJOR PARTS. PART I IS AN ANNOTATED BIBLIOGRAPHY OF SELECTED SOURCES ON VARIOUS ASPECTS OF TRADITIONAL AFRICAN RELIGION USEFUL IN CLASSROOM STUDY. PART II CONSISTS OF A MODEL TEACHING UNIT OF TWO WEEKS DURATION, BUILT ON AN INQUIRY TEACHING STRATEGY AND UTILIZES A VARIETY OF AUDIO AND VISUAL AS WELL AS WRITTEN MATERIALS DESIGNED FOR USE BY HIGH SCHOOL STUDENTS. THE TEACHING PLAN AND INSTRUCTIONAL MATERIALS WHICH COMPRISE THIS UNIT HAVE NOT BEEN TESTED IN ANY CLASSROOM SETTING BUT ARE PRESENTED AS A MODEL OF ONE POSSIBLE WAY TO INTRODUCE A STUDY OF TRADITIONAL AFRICAN RELIGION. RELATED DOCUMENTS ARE ED 023 692, ED 023 693, ED 030 010, ED 032 324-ED 032 327, AND ED 033 249. (AUTHOR/LS)

61

ED038545 24 AA000530
EVALUATION OF AFRICA SOUTH OF THE SAHARA. AN INQUIRY PROGRAM FOR GRADES 7-10.
BEYER, BARRY K.; AND OTHERS
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66000
BR-7-0724
69
139P.

/ FIELD STUDIES/ *INSTRUCTIONAL MATERIALS/ *PROGRAM EVALUATION/ SECONDARY SCHOOLS/ STUDENT OPINION/ TEACHER ATTITUDES/ *TEACHING GUIDES
/ *PROJECT AFRICA
PROJECT AFRICA, A SOCIAL STUDIES CURRICULUM RESEARCH AND DEVELOPMENT PROJECT, IS PRIMARILY ENGAGED IN TESTING NEW MATERIALS AND TECHNIQUES FOR TEACHING ABOUT AFRICA SOUTH OF THE SAHARA IN AMERICAN SECONDARY SCHOOLS. THE PURPOSE OF THIS TECHNICAL REPORT IS TO HIGHLIGHT THE PROGRAM'S STRENGTHS AND WEAKNESSES FROM A VARIETY OF VIEWPOINTS -- THOSE OF SCHOLARS, TEACHERS AND STUDENTS. EVALUATION DATA, COLLECTED BY A VARIETY OF INSTRUMENTS AND PROCEDURES, WILL BE USED TO DESIGN NEW MATERIALS AND TECHNIQUES FOR TEACHING ABOUT AFRICA. THE DOCUMENT SHOULD BE USED AS A WORKING PAPER WITH CONSTANT REFERENCE TO THE INSTRUCTIONAL MATERIALS AND TEACHING GUIDES. THE PROJECT MATERIALS ARE NOW AVAILABLE TO INTERESTED EDUCATORS TO REFINE FURTHER AND TO ADAPT TO THE SPECIFIC NEEDS, INTERESTS AND ABILITIES OF THEIR OWN PARTICULAR STUDENTS. (AUTHOR/LS)

62

ED038546 24 AA000531
AFRICA: A DATA BOOK.
BEYER, BARRY K.; AND OTHERS
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66000
BR-7-0724
8 JUL 70
106P.

/ *DATA ANALYSIS/ *DATA COLLECTION/ *DEVELOPING NATIONS/ *HIGH SCHOOL STUDENTS/ HYPOTHESIS TESTING/ *INTELLECTUAL DEVELOPMENT/ *SENIORS
/ *AFRICA

A DATA BOOK DESIGNED FOR USE BY HIGH SCHOOL SENIORS TO INVESTIGATE THE PROBLEMS AND PROCESSES OF NATION-BUILDING IN AFRICA SOUTH OF THE SAHARA TODAY HAS BEEN PREPARED. THE BOOK CONSISTS OF TWO PARTS. PART I CONTAINS DESCRIPTIONS OF THE GEOGRAPHIC, SOCIAL, ECONOMIC, POLITICAL, AND HISTORICAL FEATURES OF 24 SUB-SAHARAN AFRICAN NATION-STATES. PART II CONCENTRATES ON THE VARIOUS ASPECTS OF THE ECONOMIC, POLITICAL, AND SOCIAL STRUCTURES OF THESE AND OTHER SUB-SAHARAN AFRICAN NATION-STATES. MAPS, GRAPHS, CHARTS, AND TABLES ARE MODES EMPLOYED TO CONVEY INFORMATION AND TO ASSIST THE STUDENTS IN DEVELOPING SKILLS OF ANALYSIS. THE DATA INCLUDED ARE HIGHLY SELECTIVE. THE BOOK OFFERS AN IDEAL OPPORTUNITY FOR THE STUDENTS TO ENGAGE IN ALL TYPES OF INTELLECTUAL INQUIRY, INCLUDING HYPOTHESIZING ABOUT PROBLEMS OR FEATURES OF AFRICAN NATIONAL DEVELOPMENT AND TESTING HYPOTHESES FORMED BY OTHERS AS WELL AS THEMSELVES. RELATED DOCUMENTS ARE: ED 023 692, ED 023 693, ED 030 010, ED 032 324, ED 032 325, ED 032 326, ED 032 327, ED 033 249, AND ED 037 586. (CK)

63

ED039156 95 SO000010
SIMULATION GAMES AS ADVANCE ORGANIZERS IN THE LEARNING OF SOCIAL SCIENCE MATERIALS. EXPERIMENTS 1-3.
LIVINGSTON, SAMUEL A.
JOHNS HOPKINS UNIV., BALTIMORE, MD. CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS.
RMQ66004
R-64
BR-6-1610
APR 70
OEG-2-7-061610-0207
23P.

/ BIBLIOGRAPHIC CITATIONS/ ECONOMICS/ EDUCATIONAL GAMES/ *EDUCATIONAL RESEARCH/ *LEARNING MOTIVATION/ *MEDIATION THEORY/ RETENTION/ SECONDARY SCHOOL STUDENTS/ *SIMULATION/ *SOCIAL STUDIES/ STATISTICAL DATA/ VERBAL LEARNING/ WORLD GEOGRAPHY

/ *TRADE AND DEVELOP

THREE CLASSROOM EXPERIMENTS WERE CONDUCTED USING A SIMULATION GAME, TRADE AND DEVELOP, DESIGNED FOR CLASSROOM USE WITH STUDENTS IN GRADE SIX THROUGH TWELVE ECONOMIC GEOGRAPHY CLASSES. THE HYPOTHESES TESTED WERE: A SIMULATION GAME WILL MOTIVATE STUDENTS TO LEARN SUBJECT MATTER RELATED TO THE GAME, AND, THE GAME WILL FACILITATE LEARNING BY ACTING AS AN ORGANIZER. A SUBURBAN JUNIOR HIGH SCHOOL AND HIGH SCHOOL WERE INVOLVED. WITHIN EACH CLASS, STUDENTS OF THE SAME SEX WERE PAIRED ACCORDING TO THEIR RANKING ON A STANDARDIZED TEST OF VERBAL ABILITY, THEN ONE MEMBER OF EACH PAIR WAS ASSIGNED AT RANDOM TO THE EXPERIMENTAL GROUP. ONLY THE EXPERIMENTAL GROUP PLAYED THE GAME. BOTH CONTROL AND EXPERIMENTAL GROUPS ANSWERED A BRIEF QUESTIONNAIRE CONSISTING OF TWO ITEMS INTENDED TO MEASURE MOTIVATION FOR THE LEARNING TASK. THE STUDENTS THEN TOOK PART IN THE TASK WHICH REQUIRED VERBAL RECALL OF FACTS AND PRINCIPLES. THE MATERIAL WAS PRESENTED BY FILMSTRIP IN THE FIRST EXPERIMENT, BY TEXTBOOK IN THE LAST TWO, AND, THE TESTS FOR EACH EXPERIMENT WERE DIFFERENT. THERE WERE NO LARGE OR SIGNIFICANT DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS FOR EITHER SEX, ON ANY OF THE THREE VARIABLES (READING, MOTIVATION, LEARNING), IN ANY OF THE THREE STUDIES. (SBE)

64

ED039163 95 SO000019
CONSTRASTING WAYS OF LIFE IN LATIN AMERICA; SAMPLE LESSONS FOR THE INTERMEDIATE GRADES.
GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
BR-6-1183
69
OEC-4-6-061183-1216
53P.

/ AMERICAN CULTURE/ *AREA STUDIES/ COMPARATIVE ANALYSIS/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ DISCUSSION (TEACHING TECHNIQUE)/ ELEMENTARY GRADES/ HUMAN LIVING/ INDUCTIVE METHODS/ INSTRUCTIONAL MATERIALS/ *INTERMEDIATE GRADES/ *LATIN AMERICAN CULTURE/ SEQUENTIAL APPROACH/ *SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS

/ *LATIN AMERICAN CURRICULUM PROJECT

THIS IS ONE OF SEVERAL SEQUENTIAL UNITS DEVELOPED BY THE LATIN AMERICAN CURRICULUM PROJECT. THE PRIMARY OBJECTIVE WAS TO PROMOTE PUPIL UNDERSTANDING OF THE SOCIAL AND CULTURAL PATTERNS (WAYS OF LIVING) OF LATIN AMERICA. APPRECIATION OF THE DIVERSITY IN THE AREA IS DEVELOPED BY COMPARING FOUR DIFFERENT FAMILIES, AND CONTRASTING THESE WITH LIFE IN THE UNITED STATES, TO DEVELOP INSIGHT INTO THEIR OWN SURROUNDINGS. THE UNIT IS DIVIDED INTO FOUR PARTS: THE AMAZON JUNGLE, RURAL GUATEMALA, PANAMA CITY AND COUNTRYSIDE, AND THE CITY IN CHILE. EACH PART IS ORGANIZED AROUND A READING SELECTION WITH ILLUSTRATIONS, SUGGESTED APPROACHES, AND EXPLANATIONS. RELATED REPORTS ARE: ED 036 679, SO 000 020, SO 000 021, SO 000 022, SO 000 023. (SBE)

65

ED039164 95 SO000020
LATIN AMERICA: A CULTURAL REGION OF THE WORLD; AN INSTRUCTIONAL UNIT FOR GRADES 8, 9, 10.
GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
IU-4
BR-6-1183
68
OEC-4-6-061183-1216
87P.

/ AMERICAN CULTURE/ AMERICAN HISTORY/ *AREA STUDIES/ CROSS CULTURAL STUDIES/ DISCUSSION (TEACHING TECHNIQUE)/ GRADE 8/ GRADE 9/ GRADE 10/ INDUCTIVE METHODS/ *INQUIRY TRAINING/ INSTRUCTIONAL MATERIALS/ INTERDISCIPLINARY APPROACH/ *LATIN AMERICAN CULTURE/ PHYSICAL GEOGRAPHY/ *SECONDARY GRADES/ SEQUENTIAL APPROACH/ *SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES
/ *LATIN AMERICAN CURRICULUM PROJECT

THIS TEACHING PACKAGE OR UNIT IS PART OF A SEQUENCE OF MATERIALS DEVELOPED BY THE LATIN AMERICAN CURRICULUM PROJECT. CONCEPTS, KEY IDEAS AND FACTS INTRODUCED IN EARLIER GRADES ON SOCIO-CULTURAL PATTERNS ARE REINFORCED BY THIS MULTIDISCIPLINARY APPROACH. THE MAJOR TOPIC EMPHASIS IS THE HISTORY OF THE PERIODS SINCE THE BEGINNING OF THE INDEPENDENCE MOVEMENTS. A BRIEF REVIEW OF PHYSICAL GEOGRAPHY, AND A SURVEY OF LATIN AMERICAN REGIONS ARE INCLUDED. CONTEMPORARY PROBLEMS AND CULTURAL CONTRIBUTIONS ARE STRESSED IN THE LAST SECTION. THE SUGGESTED ACTIVITIES STRESS INQUIRY AND REFLECTIVE THINKING THROUGH CLASS DISCUSSION QUESTIONS; PUPILS ARE EXPECTED TO REACH VALID GENERALIZATIONS. STUDENT ABILITIES TO HANDLE INDEPENDENT READING, AND TO USE THE LIBRARY ARE CONSIDERED VITAL. THE APPENDICES CONTAIN THESE INSTRUCTIONAL MATERIALS: MASTERS FOR TRANSPARENCIES, READING SELECTIONS, COUNTRY CHARTS TO BE REPRODUCED FOR CLASS DISCUSSION. ADDITIONAL TEXTS ARE SUGGESTED INCLUDING ONE FOR THE SLOW LEARNER. ADAPTATIONS CAN BE INTEGRATED INTO WORLD HISTORY, WORLD GEOGRAPHY, OR WORLD CULTURE COURSES. RELATED REPORTS ARE: ED 036 679, SO 000 019, SO 000 021, SO 000 022, SO 000 023. (SBE)

66

ED039165 95 SO000021
ESTABLISHMENT OF THE AMERICAN COLONIES: A COMPARISON OF SPANISH AND ENGLISH AMERICA; FOR SENIOR HIGH SCHOOL AMERICAN HISTORY.
GILL, CLARK C.
TEXAS UNIV., AUSTIN.
RMQ66004
IU-1
BR-6-1183

68
OEC-4-6-061183-1216
47P.

/ AMERICAN CULTURE/ *AMERICAN HISTORY/ AREA STUDIES/ COLONIAL HISTORY (UNITED STATES)/ COMPARATIVE ANALYSIS/ *CROSS CULTURAL STUDIES / CULTURAL AWARENESS/ DISCUSSION (TEACHING TECHNIQUE)/ GRADE 11/ GRADE 12/ INDUCTIVE METHODS/ *INQUIRY TRAINING/ INSTRUCTIONAL MATERIALS/ *LATIN AMERICAN CULTURE/ *SECONDARY GRADES/ SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES
/ *LATIN AMERICAN CURRICULUM PROJECT

AS ONE OF THE SEQUENTIAL UNITS DEVELOPED BY THE LATIN AMERICAN CURRICULUM PROJECT, IT EXPANDS FURTHER THE MATERIAL IN THE UNITS COVERED AT THE LOWER GRADE LEVELS. IT IS A TWO WEEK UNIT WHICH EMPHASIZED A COMPARISON OF THE ANGLO- AND LATIN AMERICAN COLONIAL SYSTEMS. BROADER PERSPECTIVES AND MORE MEANINGFUL UNDERSTANDING OF BOTH CIVILIZATIONS ARE CONSIDERED THE MAJOR OBJECTIVES. COMPARATIVE STUDY IS CONSIDERED IMPORTANT HERE BECAUSE IT INCREASES AWARENESS OF UNITED STATES HISTORY, WEAKENS STEREOTYPES AND ETHNOCENTRISM, AND, OFFERS EXCELLENT OPPORTUNITIES FOR THE INTEGRATION AND EXTENSION OF WORLD GEOGRAPHY AND WORLD HISTORY KNOWLEDGE AND SKILLS. AN ATTEMPT HAS BEEN MADE TO INCLUDE CONTENT USUALLY NEGLECTED IN AMERICAN HISTORY TEXTS. A VARIETY OF SOURCES AND VIEWPOINTS ARE PROVIDED, AND STUDENTS ARE ENCOURAGED TO CRITICALLY ANALYZE INFORMATION AND DEVELOP THEIR OWN HYPOTHESES. THE ACTIVITIES THAT ARE SUGGESTED, ATTEMPT TO STIMULATE MEANINGFUL CLASS DISCUSSION. SPECIFIC REFERENCES FOR EACH TOPIC ARE INDICATED IN THE MATERIALS SECTION. GENERAL BIBLIOGRAPHIES, MAPS, AND READINGS ARE PROVIDED IN THE APPENDICES. MAPS AND CHARTS ARE MEANT TO BE USED AS TRANSPARENCY MASTERS. THIS UNIT WAS DESIGNED TO ALLOW ADAPTATION TO MORE THAN ONE GRADE AND ABILITY LEVEL. RELATED REPORTS ARE: ED 036 679, SO 000 019, SO 000 020, SO 000 022, SO 000 023. (SBE)

67

ED039166 95 SO000022
CONTEMPORARY INTER-AMERICAN RELATIONS: FOR SENIOR HIGH SCHOOL AMERICAN HISTORY.
GILL, CLARK C.
TEXAS UNIV., AUSTIN.
RMQ66004
IU-2
BR-6-1183
68
OEC-4-6-061183-1216
60P.

/ *AMERICAN HISTORY/ CROSS CULTURAL STUDIES/ DISCUSSION (TEACHING TECHNIQUE)/ FOREIGN POLICY/ FOREIGN RELATIONS/ GRADE 11/ GRADE 12/ INDUCTIVE METHODS/ *INQUIRY TRAINING/ INSTRUCTIONAL MATERIALS/ *LATIN AMERICAN CULTURE/ *POLITICAL SCIENCE/ *SECONDARY GRADES/ SEQUENTIAL

APPROACH/ SOCIAL STUDIES UNITS/ TEACHING GUIDES
/ *LATIN AMERICAN CURRICULUM PROJECT

THIS TWO WEEK UNIT HAS ATTEMPTED TO ALLEVIATE TWO DEFICIENCIES NORMALLY FOUND IN INSTRUCTIONAL MATERIALS: SUPERFICIAL TREATMENT OR NEGLECT OF DEVELOPMENTS SINCE WORLD WAR II; AND, THE OVEREMPHASIS ON CONFLICT. TOPICS HAVE BEEN SELECTED FOR IN-DEPTH DISCUSSION, AND EMPHASIZE THE ORGANIZATION OF AMERICAN STATES, THE ALLIANCE FOR PROGRESS, AND THE SETTLEMENT OF THE EL CHAMIZAL DISPUTE. THE GOAL ACHIEVED IS BETTER BALANCE BETWEEN CONFLICT AND COOPERATION IN THE DISCUSSIONS OF UNITED STATED FOREIGN POLICY SPECIFICALLY, AND INTER-AMERICAN RELATIONS IN GENERAL. CONTENT OBJECTIVES ARE INDICATED FOR EACH TOPIC. THE "SUGGESTED ACTIVITIES" HAVE ATTEMPTED TO PROVIDE OPPORTUNITIES FOR STUDENTS TO DEVELOP CRITICAL THINKING SKILLS LEADING TO THE FORMULATION OF GENERALIZATIONS OR HYPOTHESES. TEACHER-GUIDED DISCUSSION OF OPEN-ENDED QUESTIONS IS USED. SUPPLEMENTARY ACTIVITIES ARE SUGGESTED FOR FURTHER EXPLORATION OF THE TOPICS. UNITS ARE DESIGNED TO BE USED INDEPENDENTLY, AND FLEXIBLY DEPENDING ON THE CLASSROOM SITUATION. A VARIETY OF MATERIALS ARE RECOMMENDED SINCE MOST OF THE TOPICS ARE OF A CONTROVERSIAL NATURE. READINGS, SOURCES OF MATERIALS, AND TRANSPARENCY MASTERS ARE PROVIDED IN THE APPENDIX. RELATED REPORTS ARE: ED 036 679, SO 000 019, SO 000 020, SO 000 021, SO 000 023. (SBE)

68

ED039167 95 SO000023
SENIOR ELECTIVE COURSE ON CONTEMPORARY LATIN AMERICA. UNITS I-VII.
GILL, CLARK C.; CONROY, WILLIAM B.
TEXAS UNIV., AUSTIN.
RMQ66004
BR-6-1183
68
OEC-4-6-061183-1216
293P.

/ AMERICAN HISTORY/ *AREA STUDIES/ CROSS CULTURAL STUDIES/ DISCUSSION (TEACHING TECHNIQUE)/ ECONOMIC DEVELOPMENT/ FINE ARTS/ FOREIGN RELATIONS/ GRADE 12/ *INQUIRY TRAINING/ INSTRUCTIONAL MATERIALS/ INTERDISCIPLINARY APPROACH/ *LATIN AMERICAN CULTURE/ POLITICAL SCIENCE/ *SECONDARY GRADES/ SEQUENTIAL APPROACH/ SOCIAL PROBLEMS/ *SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES
/ *LATIN AMERICAN CURRICULUM PROJECT

THIS SEMESTER COURSE HAS BEEN DESIGNED AS A CAPSTONE TO PREVIOUS SEQUENTIAL UNITS DEVELOPED BY THE LATIN AMERICAN CURRICULUM PROJECT. IT ORIGINALLY CONSISTED OF FIVE UNITS, HOWEVER, TWO FORMERLY OPTIONAL UNITS ARE NOW INCLUDED IN THE PACKET. THE DEVELOPMENT OF UNDERSTANDING OF CONTEMPORARY LATIN AMERICA-ITS HISTORY AND CULTURE, ITS CONTEMPORARY PROBLEMS, AND ITS PROSPECTS FOR THE FUTURE, IS CONSIDERED AS THE OVERALL COURSE OBJECTIVE. THE UNITS INCLUDED ARE: GEOGRAPHIC

SETTING AND HISTORICAL BACKGROUND; CONTEMPORARY SOCIETY AND SELECTED INSTITUTIONS; GOVERNMENT AND POLITICS; ECONOMIC DEVELOPMENT; CONTEMPORARY INTER-AMERICAN RELATIONS; SELECTED CONTEMPORARY PROBLEMS OF LATIN AMERICA: POPULATION AND URBANIZATION. LAND REFORM; LATIN AMERICAN CREATIVE EXPRESSIONS. THIS IS A MULTIDISCIPLINARY APPROACH THROUGH WHICH STUDENTS ARE EXPECTED TO GAIN EXPERIENCE IN: READING, ANALYSIS, RESEARCH TECHNIQUE, CRITICAL THINKING, AND, IN OPINION FORMATION AND ARTICULATION. MAIN IDEAS, ACTIVITIES, READINGS, AND MATERIALS ARE SUGGESTED AS GUIDES FOR THE TEACHER TO ALLOW FLEXIBILITY. RECOMMENDED TEXTS AND REFERENCES ARE LISTED FOR EACH UNIT. RELATED REPORTS ARE: ED 036 679, SO 000 019, SO 000 020, SO 000 021, SO 000 022. (SBE)

69

ED039260 24 TE499856
NEW INSTRUCTIONAL MATERIALS ON AFRICA SOUTH OF THE SAHARA (1969-1970). A SUPPLEMENT TO AFRICA SOUTH OF THE SAHARA: A RESOURCE AND CURRICULUM GUIDE.
BEYER, BARRY K.
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
70
OEC-3-7-070724-2970
52P.; SUPPLEMENT TO ED 023 692 ("AFRICA SOUTH OF THE SAHARA: A RESOURCE GUIDE FOR SECONDARY SCHOOL TEACHERS") PUBLISHED BY THOMAS Y. CROWELL CO. UNDER TITLE "AFRICA SOUTH OF THE SAHARA: A RESOURCE AND CURRICULUM GUIDE."

/ *AFRICAN CULTURE/ AFRICAN HISTORY/ *ANNOTATED BIBLIOGRAPHIES/ ATLASES/ *AUDIOVISUAL AIDS/ ECONOMICS/ FILMSTRIPS/ FINE ARTS/ *INSTRUCTIONAL MATERIALS/ MUSIC/ NEGRO CULTURE/ NEGRO LITERATURE/ PERIODICALS/ PHONOGRAPH RECORDS/ SECONDARY EDUCATION/ *SOCIAL STUDIES/ TEXTBOOKS/ TRANSPARENCIES
/ AFRICA

THIS GUIDE CITES INSTRUCTIONAL MATERIALS ON AFRICA SOUTH OF THE SAHARA WHICH HAVE BECOME AVAILABLE SINCE FEBRUARY 1969. ACKNOWLEDGING THE PROBABILITY OF INACCURACIES IN THE MAJORITY OF THE MATERIALS CITED, THE GUIDE NEITHER EVALUATES NOR PROMOTES ITEMS, BUT SIMPLY PRESENTS ANNOTATIONS OF READINGS, TEXTBOOKS, FACT SHEETS, ATLASES, AFRICAN PERIODICALS, FILM STRIPS, TRANSPARENCIES AND RECORDS WHICH ARE INTENDED TO BROADEN THE USER'S KNOWLEDGE OF AFRICAN PEOPLE, LANDS, FINE ARTS, LITERATURE, MUSIC, ECONOMY, AND HISTORY. THE MATERIAL IS ORGANIZED UNDER REGIONAL GROUPINGS AND THEN UNDER INDIVIDUAL COUNTRIES: GHANA, MALI, NIGERIA, ETHIOPIA, KENYA, SUDAN, TANZANIA, UGANDA, CHAD, RHODESIA, AND THE REPUBLIC OF SOUTH AFRICA. PUBLISHER'S ADDRESSES ARE LISTED. (MF)

70

ED040912 24 SO000155
URBANIZATION IN AFRICA. A RESOURCE UNIT. PROJECT AFRICA, 1970.
GARLAND, WILLIAM E.
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
70
OEC-3-7-070724-2970
91P.

/ *AFRICAN CULTURE/ ANNOTATED BIBLIOGRAPHIES/ CROSS CULTURAL STUDIES / GRADE 12/ *INQUIRY TRAINING/ *INSTRUCTIONAL MATERIALS/ SECONDARY GRADES/ SOCIAL CHANGE/ SOCIAL STUDIES/ *SOCIAL STUDIES UNITS/ SOCIOECONOMIC INFLUENCES/ TEACHING GUIDES/ *URBANIZATION
/ *AFRICA/ PROJECT AFRICA

THE INTRODUCTION TO THIS SUGGESTED RESOURCE UNIT DISCUSSES SEVERAL DIFFERENT APPROACHES TO THE STUDY OF URBANIZATION AND ITS IMPACT IN AFRICA SOUTH OF THE SAHARA. PART I OF THIS UNIT INCLUDES AN ANNOTATED BIBLIOGRAPHY OF SELECTED SOURCES. THE BRIEF DESCRIPTIONS OF SELECTED MATERIALS SHOULD PROVE USEFUL IN CLASSROOM STUDY, AND IN THE DEVELOPMENT OF UNITS OF STUDY ORGANIZED ALONG THE LINES OF ONE OR MORE OF THE APPROACHES SUGGESTED. PART II CONSISTS OF A MODEL TEACHING UNIT WHICH IS BUILT ON AN INQUIRY-TEACHING STRATEGY. A VARIETY OF MATERIALS ARE UTILIZED TO EXPLORE THE IMPACT OF URBAN LIFE ON INDIVIDUAL AFRICANS, THEIR RESPONSES TO THIS WAY OF LIFE, AND IMPLICATIONS OF THESE RESPONSES FOR THE STUDENTS THEMSELVES. IT IS DESIGNED FOR USE BY HIGH SCHOOL SENIORS. DAILY LESSON PLANS, OUTLINES OF MATERIALS AND COPIES OF HANDOUTS, WORK SHEETS, STUDY GUIDES, AND SELECTED READING MATERIALS FOR STUDENT USE ARE INCLUDED. SOME RELATED MATERIALS ARE: ED 023 692, ED 023 693, ED 030 010, ED 032 324-032 327, AND ED 033 249. (SBE)

71

ED041528 48 FL001916
A MATCHED CLASSROOM APPROACH TO THE TEACHING OF FRENCH IN THE ELEMENTARY GRADES. FINAL REPORT.
JONAS, SISTER RUTH ADELAIDE
COLLEGE OF MOUNT ST. JOSEPH-ON-THE-OHIO, OHIO.
RMQ66004
BR-6-1944
AUG 69
OEC-3-6-061944-1891
84P.

/ AUDIOVISUAL PROGRAMS/ CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ CULTURAL IMAGES/ *CULTURAL INTERRELATIONSHIPS/ *EDUCATIONAL EXPERIMENTS/ EDUCATIONAL OBJECTIVES/ ELEMENTARY SCHOOLS/ *FLES/

*FRENCH/ INSTRUCTIONAL MATERIALS/ INTERPERSONAL RELATIONSHIP/ LANGUAGE INSTRUCTION/ LANGUAGE RESEARCH/ MODERN LANGUAGES/ SOCIAL INFLUENCES/ STUDENT MOTIVATION/ TEACHER MOTIVATION/ *TEACHING METHODS

THE MAIN PURPOSE OF THIS EXPERIMENT WAS TO ASCERTAIN WHETHER OR NOT THE ATTITUDES, MOTIVES, AND LANGUAGE PROFICIENCY OF CHILDREN ENGAGED IN A LONG SEQUENCE (5-10 YEARS) OF FOREIGN LANGUAGE STUDY VARY SIGNIFICANTLY AS A FUNCTION OF INTERPERSONAL CONTACTS, THROUGH THE EXCHANGE OF ILLUSTRATED CULTURAL DIALOGUES, WITH PEER GROUPS WHO SPEAK THE TARGET LANGUAGE AND ARE BEARERS OF ITS CULTURE. A NON-SELECTIVE CLASS OF SOME 40 SECOND-GRADE STUDENTS PARTICIPATED DURING A THREE-YEAR PERIOD FROM OCTOBER 1966 THROUGH JUNE 1969. THIS REPORT DESCRIBES THE LANGUAGE AND CULTURAL EXCHANGE PROGRAM FOR EACH YEAR IN TERMS OF LOCALE, SLIDE AND TAPE UNITS, CORRELATED MATERIALS, LANGUAGE CONTENT, PROCEDURES, RELATED ACTIVITIES, PROBLEMS, AND RESULTS. THE RESULTS AND FINDINGS FOCUS ON THE ATTITUDINAL CHANGES IN THE EXPERIMENTAL GROUPS AND A DESCRIPTION OF THE INSTRUMENTS USED IN THE EVALUATION. SAMPLE MATERIALS ARE FOUND IN THE APPENDIXES; A BIBLIOGRAPHY AND LIST OF TABLES ARE PROVIDED. FOR THE COMPANION DOCUMENT SEE FL 001 917. (AUTHOR/RL)

72

ED041529 48 FL001917

A MATCHED CLASSROOM APPROACH TO THE TEACHING OF FRENCH IN THE ELEMENTARY GRADES. TRANSCRIPT OF DIALOGUES.

JONAS, SISTER RUTH ADELAIDE

COLLEGE OF MOUNT ST. JOSEPH-ON-THE-OHIO, OHIO.

RMQ66004

BR-6-1944

AUG 69

OEC-3-061944-1891

107P.

/ AUDIOVISUAL AIDS/ AUDIOVISUAL PROGRAMS/ *CROSS CULTURAL STUDIES/ CULTURAL IMAGES/ CULTURE/ DIALOGUE/ *FLES/ *FRENCH/ *INSTRUCTIONAL MATERIALS/ LANGUAGE INSTRUCTION/ MODERN LANGUAGES/ *SCRIPTS/ SLIDES/ TAPE RECORDINGS

INSTRUCTIONAL MATERIALS USED IN A FLES (FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL) EXPERIMENT DURING A THREE-YEAR PERIOD ARE PRESENTED IN THIS BOOKLET. TAPESCRIPTS OF DIALOGUES, MADE BY AMERICAN CHILDREN IN GRADES 2, 3, AND 4 AND THEIR NATIVE FRENCH COUNTERPARTS WHO PARTICIPATED IN THE INTERCULTURAL EXCHANGE PROGRAM COMPRISE THE BODY OF THE TEXT. FOR THE COMPANION DOCUMENT SEE FL 001 916. (RL)

73

ED041803 24 SO000164

IDEALS AND REALITY IN FOREIGN POLICY: AMERICAN INTERVENTION IN THE CARIBBEAN. TEACHER AND STUDENT MANUALS.

JAMIESON, ALFRED

AMHERST COLL., MASS.

RMQ66000
BR-5-1071
69
OEC-5-10-158
OEG-0-9-510158-2310
84P.

/ AMERICAN HISTORY/ CASE STUDIES/ *DEMOCRATIC VALUES/ *FOREIGN POLICY/ FOREIGN RELATIONS/ INDUCTIVE METHODS/ INSTRUCTIONAL MATERIALS/ *INTERNATIONAL EDUCATION/ LATIN AMERICAN CULTURE/ MORAL VALUES/ *SECONDARY GRADES/ SOCIAL STUDIES UNITS/ *UNITED STATES HISTORY
/ *CARIBBEAN/ DOMINICAN REPUBLIC/ HAITI/ NICARAGUA

CENTERING AROUND CASE STUDIES OF AMERICAN MILITARY INTERVENTION (1898 TO 1933) IN THE DOMINICAN REPUBLIC, HAITI, AND NICARAGUA, THIS UNIT INVITES THE STUDENT TO COMPARE THE RESULTS OF SUCH INTERVENTION WITH THE FOREIGN POLICY GOALS AND IDEALS THE INTERVENTIONS WERE INTENDED TO IMPLEMENT. IT CONFRONTS HIM WITH THE DILEMMA OF POWER IN INTERNATIONAL AFFAIRS, WITH THE DIFFICULTIES INHERENT IN EXECUTING FOREIGN POLICY, WITH THE PROBLEM OF MISUNDERSTANDING AND MISINTERPRETATION CAUSED BY DIFFERENCES IN CULTURE, AND WITH THE QUESTION OF THE MORALITY AND THE EFFICACY OF THE USE OF FORCE IN INTERNATIONAL PROBLEM-SOLVING. THE UNIT HAS BEEN DESIGNED PRIMARILY FOR COLLEGE-BOUND STUDENTS. (SEE SO 000 161 FOR A LISTING OF RELATED DOCUMENTS.) (AUTHOR/SBE)

74

ED041804 24 SO000165
THE VOTE AS A MEASURE OF PARTICIPATION IN AMERICAN SOCIETY. TEACHER AND STUDENT MANUALS.
LAVALLEY, JOSEPH F., JR.
AMHERST COLL., MASS.
RMQ66000
BR-5-1071
69
OEC-5-10-158
OEG-0-9-510158-2310
37P.

/ CITIZENSHIP/ *CIVICS/ *CIVIL LIBERTIES/ DEMOCRATIC VALUES/ INDUCTIVE METHODS/ INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ MINORITY GROUPS/ POLITICAL SOCIALIZATION/ *SECONDARY GRADES/ *SLOW LEARNERS/ SOCIAL STUDIES UNITS/ UNITED STATES HISTORY/ *VOTING RIGHTS
/ *SOVIET UNION

THE UNIT INVITES THE STUDENT TO CONSIDER A VARIETY OF VIEWPOINTS ON WHAT THE VOTE MEANS TO AMERICANS, CHALLENGING HIM ULTIMATELY TO SEE IT AS A MEASURE OF HIS OWN POLITICAL IDENTITY AND OF HIS ASSOCIATION WITH OR ALIENATION FROM POLITICAL SOCIETY. AFTER AN INTRODUCTORY SECTION WHICH FRAMES THE QUESTION BY LOOKING AT THE ROLE OF THE VOTE IN SOVIET RUSSIA, THE STUDENT IS LED TO INVESTIGATE THE REASONS FOR ALIENATI AND NON-VOTING IN THE UNITED STATES. A SUBSEQUENT SECTION SURVEYS T

HISTORY OF THE STRUGGLES FOR WOMAN AND NEGRO SUFFRAGE, ASKING WHY THESE GROUPS WERE FIGHTING FOR THE VOTE. DESIGNED PRIMARILY FOR SLOWER LEARNERS AT THE HIGH SCHOOL LEVEL, THE UNIT SHOULD INTEREST JUNIOR HIGH STUDENTS AS WELL. (SEE SO 000 161 FOR A LISTING OF RELATED DOCUMENTS.) (AUTHOR/SBE)

75

ED041808 24 SO000169

CITIZENS BEHIND BARBED WIRE: THE JAPANESE RELOCATION AND DEMOCRATIC IDEALS IN TOTAL WAR. TEACHER AND STUDENT MANUALS.

ZIMMERMAN, PAUL
AMHERST COLL., MASS.
RMQ66000
BR-5-1071
69
OEC-5-10-158
OEG-0-9-510158-2310
93P.

/ *CIVIL LIBERTIES/ CIVIL RIGHTS/ COLLEGE BOUND STUDENTS/ DEMOCRACY/ *DEMOCRATIC VALUES/ INDUCTIVE METHODS/ INSTRUCTIONAL MATERIALS/ *JAPANESE AMERICANS/ RACISM/ *SECONDARY GRADES/ SOCIAL STUDIES UNITS/ *UNITED STATES HISTORY

/ WAR/ WORLD WAR II

FOCUSING ON THE FORCIBLE RELOCATION OF WEST COAST JAPANESE-AMERICAN CITIZENS DURING WORLD WAR II, THE UNIT POSES THE QUESTION: CAN DEMOCRATIC IDEALS AND PROCESSES SURVIVE THE CONDITIONS OF TOTAL WAR? SOME ASPECTS OF THIS EPISODE CONSIDERED ARE: PUBLIC AND OFFICIAL REACTIONS TO THE PEARL HARBOR ATTACK; RACIAL ANTIPATHIES UNDERLYING THE DECISION FOR RELOCATION; AND THE CONSEQUENCES OF RELOCATION NOT ONLY FOR THOSE INTERNED, BUT FOR ALL AMERICANS, WHOSE CIVIL RIGHTS ARE THREATENED BY THE CONSTITUTIONAL PRECEDENTS IT SET. DESIGNED PRIMARILY FOR COLLEGE-BOUND STUDENTS, THE UNIT IS ALSO SUITABLE FOR ABOVE-AVERAGE JUNIOR HIGH STUDENTS. (SEE SO 000 161 FOR A LISTING OF RELATED DOCUMENTS.) (AUTHOR/SBE)

76

ED042673 24 SO000223

A SOCIAL STUDIES CURRICULUM PROJECT TO DEVELOP AND TEST INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS. PROJECT AFRICA. FINAL REPORT.

BEYER, BARRY K.; HICKS, E. PERRY
CARNEGIE-MELLON UNIV., PITTSBURGH, PA. PROJECT AFRICA.
RMQ66004
BR-7-0724
JUN 70

OEC-3-7-070724-2970
125P.

/ *AFRICAN CULTURE/ CROSS CULTURAL STUDIES/ *CURRICULUM DEVELOPMENT/ CURRICULUM RESEARCH/ *INQUIRY TRAINING/ INSTRUCTIONAL MATERIALS/ *SECONDARY GRADES/ *SOCIAL STUDIES/ SOCIAL STUDIES UNITS
/ AFRICA/ *PROJECT AFRICA

PROJECT AFRICA'S REPORT SUMMARIZES: 1) ITS BACKGROUND AND RATIONALE, STRUCTURE, AND STAFF, 2) CURRICULUM MATERIALS DESIGN, DEVELOPMENT, FIELD TRIAL AND EVALUATION, 3) OTHER PROJECT DISSEMINATION ACTIVITIES. THREE DIFFERENT GROUPS OF MATERIALS WERE DEVELOPED BY THE PROJECT. THE MOST COMPREHENSIVE WAS A FLEXIBLE, SIXTEEN-WEEK PROGRAM OF STUDY, "AFRICA SOUTH OF THE SAHARA: AN INQUIRY PROGRAM FOR GRADES 7-10" (ED 030 010, ED 032 324-032 327, ED 038 545). THE SECOND GROUP CONSISTED OF RESOURCE UNITS AND ASSOCIATED MATERIALS FOR USE IN TWELFTH GRADE COURSES (ED 023 692, ED 037 586, ED 038 546, ED 039 260, ED 040 912). FINALLY, A PROTOTYPE PROGRAMED TEXT ON THE "GEOGRAPHY OF AFRICA" WAS PUBLISHED (ED 033 249). ALL MATERIALS ARE BASED ON RESEARCH INTO EXISTING STUDENT KNOWLEDGE (ED 023 693), EXISTING MATERIALS, AND SUGGESTIONS OF EXPERTS. THESE MATERIALS ARE MULTIDISCIPLINARY IN APPROACH FOR USE WITH AN INQUIRY-TEACHING STRETEGY, CAN BE USED BY STUDENTS OF AVERAGE ABILITY, AND BY TEACHERS UNTRAINED EITHER IN AFRICAN STUDIES OR IN INQUIRY-TEACHING. DISSEMINATION ACTIVITIES INCLUDED A MODEL OF A USEFUL INSERVICE TEACHER TRAINING PROGRAM. CONCLUSIONS AND RECOMMENDATIONS CONCERNING THE EFFECTIVENESS OF THE PROJECT ARE DISCUSSED. (SBE)

77

ED044949 FL001921
SPANISH CURRICULUM GUIDE: LEVELS IV AND I AND IV/V COMBINATION.
KENNEDY, DORA F.; AND OTHERS
PRINCE GEORGE'S COUNTY BOARD OF EDUCATION, UPPER MARLBORO, MD.
70
247P.

/ *ADVANCED PROGRAMS/ CROSS CULTURAL STUDIES/ CURRICULUM DESIGN/ *CURRICULUM GUIDES/ LANGUAGE GUIDES/ *LANGUAGE INSTRUCTION/ LANGUAGE SKILLS/ LATIN AMERICAN CULTURE/ MODERN LANGUAGES/ *SECONDARY EDUCATION / SECOND LANGUAGE LEARNING/ SOCIOCULTURAL PATTERNS/ SOCIOECONOMIC BACKGROUND/ *SPANISH/ SPANISH CULTURE/ STUDENT DEVELOPED MATERIALS/ STUDENT MOTIVATION

THIS GUIDE, PRODUCED BY TEACHERS AND STUDENTS, DEPARTS FROM THE TYPICAL APPROACH TO LANGUAGE STUDY IN THAT THE COURSES ARE BASED NEITHER ON A SEQUENTIAL PROGRESSION OF SUBJECT MATTER NOR ON A CHRONOLOGICAL VIEW OF LATIN AMERICAN HISTORY. THE PRIMARY OBJECTIVE IN THE PLANNING FOR BOTH LEVELS OF INSTRUCTION IS TO DEVELOP SOCIOCULTURAL AND LITERARY AWARENESS THROUGH A VARIETY OF STUDENT-CENTERED ACTIVITIES. SECTIONS OF THE GUIDE INCLUDE MATERIAL ON COURSE DESCRIPTIONS, INSTRUCTIONAL MATERIALS, CONVERSATION, GRAMMAR, CLASS PROJECTS, POETRY, LETTER WRITING, COMMUNITY INVOLVEMENT, INDEPENDENT STUDY, AND VARIOUS REFERENCE MATERIALS IN ENGLISH AND

SPANISH INCLUDING A PROFESSIONAL BIBLIOGRAPHY. THE SCOPE OF THE COURSE FOCUSES ON THE CONTEMPORARY LATIN AMERICAN WORLD AS IT IS VIEWED THROUGH THE LITERATURE OF SOCIOLOGY, SOCIAL PSYCHOLOGY, POLITICS AND GOVERNMENT, ECONOMICS, AND CONTEMPORARY LITERATURE. A FUNCTIONAL APPROACH IS TAKEN IN THE DEVELOPMENT OF LANGUAGE SKILLS. (RL)

78

ED045483 SO000352
FOUR TOPICS IN LATIN AMERICAN HISTORY: THE PEOPLE; NATION BUILDING; RACE, CLASS, AND IDENTITY; AND FOREIGN POLICY: U.S. AND LATIN AMERICA.
EGGINTON, EVERETT; GILL, BARBARA
SMITH COLL., NORTHAMPTON, MASS.
BBB01499
AUG 69
75P.; DEVELOPED AT THE EPDA INSTITUTE "THE BLACK EXPERIENCE. A COMPARATIVE STUDY: THE UNITED STATES AND LATIN AMERICA," SMITH COLLEGE, JUNE 23-AUGUST 8, 1969

/ AFRICAN AMERICAN STUDIES/ *AMERICAN HISTORY/ CASE STUDIES/ *CURRICULUM GUIDES/ *FOREIGN RELATIONS/ INDUCTIVE METHODS/ LATIN AMERICAN CULTURE/ *RACE RELATIONS/ *RESOURCE MATERIALS/ SECONDARY GRADES/ SLAVERY/ SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES
/ *LATIN AMERICA
THIS CURRICULAR UNIT IS INTENDED FOR USE AT THE SECONDARY LEVEL. THE UNDERSTANDINGS IN TOPIC I ARE ORGANIZED UNDER FOUR MAIN HEAINGS: THE INDIGENOUS POPULATION OR THE PRE-COLUMBIAN CIVILIZATIONS; THE IMMIGRANTS FROM EUROPE AND WEST AFRICA; SLAVERY IN LATIN AMERICA DURING THE PRE-COLONIAL AND COLONIAL PERIODS AND, RACE MIXTURE INCLUDING RACIAL TYPES, RACIAL POLICIES, RACIAL AND SOCIAL STRATIFICATION. TOPIC II HAS FOUR PARTS: THE COLONIAL PERIOD; LATIN AMERICA AND INDEPENDENCE; NATION BUILDING AND THE PERIOD OF ANARCHY; AND, CUBA: A CASE STUDY IN IDEOLOGICAL PENETRATION. THE MAIN EMPHASIS IN TOPIC III IS ON THE CONCEPT OF IDENTITY. THE CONCEPTS OF RACE AND CLASS ARE BRIEFLY DISCUSSED, AND A FLEXIBILE MODEL OF EACH IS DEVELOPED. THE OBJECTIVE OF TOPIC IV IS TO DEAL WITH THE HISTORICAL AMBIGUITIES INHERENT IN OUR LATIN AMERICAN FOREIGN POLICY, BOTH THE RATIONALE FOR IT, AND THE EFFECTS ON THE LATIN AMERICAN PEOPLE. THE METHODOLOGY SUGGESTED FOR THE DEVELOPMENT OF THE VARIOUS CONCEPTS WITH THESE TOPICS IS AN INDUCTIVE, CASE STUDY APPROACH. THERE ARE APPROXIMATELY 33 PAGES OF BIBLIOGRAPHIES OF TEACHER AND STUDENT RESOURCES ON EACH SUBTOPIC. IN ADDITION, SO 000 350 AND SO 000 351 ARE RELATED DOCUMENTS. (SBE)

79

ED046832 SO000554
A COMPARATIVE APPROACH TO TEACHING WORLD CULTURES.
PETTIBONE, TIMOTHY J.; PETRUSKO, JOSEPH M.
NEW MEXICO STATE UNIV., LAS CRUCES. BUREAU OF EDUCATIONAL RESEARCH.
DEC 70
11P.

/ AREA STUDIES/ *COMPARATIVE ANALYSIS/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ CURRICULUM EVALUATION/ *EXPERIMENTAL CURRICULUM/ INSTRUCTIONAL INNOVATION/ *NON WESTERN CIVILIZATION/ SECONDARY GRADES/ TEACHING METHODS/ WORLD HISTORY

AN EXPERIMENT WAS PERFORMED TO TEST THE EFFECTIVENESS OF A COMPARATIVE APPROACH OF TEACHING WORLD CULTURES TO SECONDARY SCHOOL STUDENTS. WITH THE COMPARATIVE APPROACH, CROSS-CULTURAL COMPARISONS ARE EMPLOYED RATHER THAN THE TRADITIONAL PRESENTATION OF ONE CULTURE AT A TIME. IT WAS HYPOTHESIZED THAT STUDENTS RECEIVING A COMPARATIVE CURRICULUM WOULD PERFORM BETTER THAN CONVENTIONALLY TAUGHT STUDENTS ON TWO INDICES. AS EXPECTED, COMPARATIVE STUDENTS DID PERFORM SIGNIFICANTLY BETTER ON A TEST OF COURSE CONTENT. HOWEVER, NO EFFECT UPON CULTURAL OPENMINDEDNESS OF STUDENTS OCCURRED AS A RESULT OF A COMPARATIVE APPROACH. DISCUSSION CENTERED ON PRACTICAL PROBLEMS OF IMPLEMENTING AN INNOVATIVE WORLD CULTURES CURRICULUM. (AUTHOR)

80

ED048185 SP007072
SOUTHEAST ASIA. RESOURCE UNIT II, GRADE 7. PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT.
PROVIDENCE PUBLIC SCHOOLS, R.I.; RHODE ISLAND COLL., PROVIDENCE.
BBB00502
CRP-6-1195
68
59P.; PART OF A SET OF RESOURCE UNITS AND CURRICULUM OVERVIEWS FOR K-12 SOCIAL STUDIES

/ *CURRICULUM GUIDES/ GOVERNMENTAL STRUCTURE/ *GRADE 7/ HISTORY/ PHYSICAL GEOGRAPHY/ SOCIAL DEVELOPMENT/ *SOCIAL STUDIES/ *URBAN TEACHING
/ SOUTHEAST ASIA

GRADES OR AGES: GRADE 7. SUBJECT MATTER: SOCIAL STUDIES, SOUTHEAST ASIA. ORGANIZATION AND PHYSICAL APPEARANCE: THE GUIDE IS DIVIDED INTO FOUR SUBUNITS--PHYSICAL GEOGRAPHY, SOCIAL DEVELOPMENT, ECONOMIC DEVELOPMENT, AND HISTORY AND GOVERNMENT. THE CENTRAL SECTION OF EACH SUBUNIT IS LAID OUT IN THREE COLUMNS, ONE EACH FOR TOPICS, ACTIVITIES, AND MATERIALS. OTHER SECTIONS ARE IN LIST FORM. THE GUIDE IS MIMEOGRAPHED AND STAPLE-BOUND WITH A PAPER COVER. OBJECTIVES AND ACTIVITIES: THE FIRST PAGE OF EACH SUBUNIT LISTS OBJECTIVES FOR THAT SUBUNIT. WITHIN THE CENTRAL SECTION OF EACH SUBUNIT, ACTIVITIES ARE LISTED IN THE SECOND COLUMN. EACH GROUP OF ACTIVITIES IS RELATED TO A

TOPIC LISTED IN THE FIRST COLUMN. INSTRUCTIONAL MATERIALS: MATERIALS ARE LISTED IN THE THIRD COLUMN OF THE CENTRAL SECTION OF EACH SUBUNIT. EACH GROUP OF MATERIALS IS RELATED TO ONE OR MORE ACTIVITIES. IN ADDITION, SEVERAL APPENDIXES TO THREE OF THE FOUR SUBUNITS CONTAIN CURRICULUM MATERIALS. STUDENT ASSESSMENT: A ONE-PAGE SECTION ENTITLED "EVALUATION" IN EACH SUBUNIT LISTS IDEAS STUDENTS SHOULD UNDERSTAND AND SKILLS THEY SHOULD POSSESS BY THE END OF THAT SUBUNIT. OPTIONS: THE GUIDE IS PRESCRIPTIVE AS TO COURSE CONTENT AND TIMING. ACTIVITIES AND MATERIALS LISTED ARE OPTIONAL. (RT)

81

ED048186 SP007073

THE WESTERN EUROPEAN AND SOVIET CULTURE REGIONS. RESOURCE UNIT III, GRADE 7. PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT.

PROVIDENCE PUBLIC SCHOOLS, R.I.; RHODE ISLAND COLL., PROVIDENCE.

BBB00502

CRP-6-1195

68

65P.; PART OF A SET OF RESOURCE UNITS AND CURRICULUM OVERVIEWS FOR K-12 SOCIAL STUDIES

/ *CURRICULUM GUIDES/ *GRADE 7/ HISTORY/ PHYSICAL GEOGRAPHY/ SOCIAL DEVELOPMENT/ *SOCIAL STUDIES/ *URBAN TEACHING

/ EUROPE/ SOVIET UNION

GRADES OR AGES: GRADE 7. SUBJECT MATTER: SOCIAL STUDIES; EUROPE AND THE SOVIET UNION. ORGANIZATION AND PHYSICAL APPEARANCE: THE GUIDE IS DIVIDED INTO THREE SUBUNITS--PHYSICAL GEOGRAPHY, EARLY HISTORY, AND SOCIAL DEVELOPMENT. THE CENTRAL PORTION OF EACH SUBUNIT IS LAID OUT IN THREE COLUMNS, ONE EACH FOR TOPICS, ACTIVITIES, AND MATERIALS. THE GUIDE IS MIMEOGRAPHED AND STAPLE-BOUND WITH A PAPER COVER. OBJECTIVES AND ACTIVITIES: OBJECTIVES FOR EACH SUBUNIT ARE LISTED ON THE FIRST PAGE OF THE SUBUNIT. ACTIVITIES ARE LISTED IN THE SECOND COLUMN OF THE CENTRAL PORTION. EACH GROUP OF ACTIVITIES IS RELATED TO A TOPIC IN THE FIRST COLUMN. INSTRUCTIONAL MATERIALS: MATERIALS ARE LISTED IN THE THIRD COLUMN OF EACH SUBUNIT. EACH GROUP OF MATERIALS IS RELATED TO ONE OR MORE ACTIVITIES IN THE SECOND COLUMN. IN ADDITION, FIVE PAGES OF APPENDIXES AT THE END OF THE GUIDE LIST SUGGESTED AUDIOVISUAL MATERIALS. STUDENT ASSESSMENT: A ONE-PAGE SECTION IN EACH SUBUNIT ENTITLED "EVALUATION" LISTS IDEAS STUDENTS SHOULD UNDERSTAND AND SKILLS THEY SHOULD POSSESS BY THE END OF THE SUBUNIT. OPTIONS: THE GUIDE IS PRESCRIPTIVE AS TO COURSE CONTENT AND TIMING. ACTIVITIES AND MATERIALS LISTED ARE OPTIONAL. (RT)

82

ED048187 SP007074

WESTERN EUROPE AND THE SOVIET CULTURE REGIONS. RESOURCE UNIT IV, GRADE 7. PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT.

PROVIDENCE PUBLIC SCHOOLS, R.I.; RHODE ISLAND COLL., PROVIDENCE.
BBB00502
CRP-6-1195
68
44P.; PART OF A SET OF RESOURCE UNITS AND CURRICULUM OVERVIEWS FOR K-12 SOCIAL STUDIES.

/ *CURRICULUM GUIDES/ ECONOMIC DEVELOPMENT/ GOVERNMENTAL STRUCTURE/ *GRADE 7/ *SOCIAL STUDIES/ *URBAN TEACHING
/ EUROPE/ SOVIET UNION

GRADES OR AGES: GRADE 7. SUBJECT MATTER: SOCIAL STUDIES; EUROPE AND THE SOVIET UNION. ORGANIZATION AND PHYSICAL APPEARANCE: THE GUIDE IS DIVIDED INTO TWO SUBUNITS--GOVERNMENT AND ECONOMIC DEVELOPMENT. THE CENTRAL PORTION OF EACH SUBUNIT IS LAID OUT IN THREE COLUMNS, ONE EACH FOR TOPICS, ACTIVITIES, AND MATERIALS. THE GUIDE IS MIMEOGRAPHED AND STAPLE-BOUND WITH A PAPER COVER. OBJECTIVES AND ACTIVITIES: OBJECTIVES FOR EACH UNIT ARE LISTED ON THE FIRST PAGE OF THE SUBUNIT. ACTIVITIES ARE LISTED IN THE SECOND COLUMN OF THE CENTRAL PORTION. EACH GROUP OF ACTIVITIES IS RELATED TO A TOPIC IN THE FIRST COLUMN. INSTRUCTIONAL MATERIALS: MATERIALS ARE LISTED IN THE THIRD COLUMN OF EACH SUBUNIT. EACH GROUP OF MATERIALS IS RELATED TO ONE OR MORE ACTIVITIES IN THE SECOND COLUMN. IN ADDITION, FIVE TO TEN PAGES OF APPENDIXES AT THE END OF EACH UNIT CONTAIN CURRICULUM MATERIALS. STUDENT ASSESSMENT: A ONE-PAGE SECTION IN EACH SUBUNIT ENTITLED "EVALUATION" LISTS IDEAS STUDENTS SHOULD UNDERSTAND AND SKILLS THEY SHOULD POSSESS BY THE END OF THE SUBUNIT. OPTIONS: THE GUIDE IS PRESCRIPTIVE AS TO COURSE CONTENT AND TIMING. ACTIVITIES AND MATERIALS LISTED ARE OPTIONAL. (RT)

83

ED048255 TE002223
ASIAN LITERATURE (LEVEL ONE).
COHEN, RUTH
NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH, BURLINGTON, VT.
NOV 70
4P.

/ CHINESE/ COURSE CONTENT/ *COURSE DESCRIPTIONS/ INDIANS/ JAPANESE/ LITERATURE/ *NON WESTERN CIVILIZATION/ SECONDARY EDUCATION/ WORLD LITERATURE

AS AN INTRODUCTION TO ASIAN LITERATURE, THIS COURSE GUIDE EXPLORES THE LITERATURES OF JAPAN, CHINA, AND INDIA. INCLUDED ARE (1) A COURSE DESCRIPTION WITH A SUGGESTED TIME SCHEDULE OF ACTIVITIES; (2) RECOMMENDATIONS FOR NECESSARY STUDENT ACHIEVEMENT LEVEL; (3) COURSE OBJECTIVES; AND (4) LISTINGS OF MATERIALS (E.G., BOOKS, RECORDS, SLIDES, FILMS, AND A TEACHER BIBLIOGRAPHY.) (JMC)

84

ED048797 FL002152 71
BIBLIOGRAPHY OF SPANISH MATERIALS FOR CHILDREN: KINDERGARTEN THROUGH GRADE SIX.
GONSALVES, JULIA, COMP.; AND OTHERS
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.
RMQ66000
48P.

/ *ANNOTATED BIBLIOGRAPHIES/ BILINGUAL EDUCATION/ *CHILDRENS BOOKS/ CHILDRENS GAMES/ CULTURAL EDUCATION/ DICTIONARIES/ DRAMA/ *ELEMENTARY EDUCATION/ ELEMENTARY SCHOOL STUDENTS/ FLES MATERIALS/ *INSTRUCTIONAL MATERIALS/ LANGUAGE ARTS/ LANGUAGE INSTRUCTION/ LANGUAGE LEARNING LEVELS/ MATHEMATICS/ MODERN LANGUAGES/ MUSIC/ READING INSTRUCTION/ SOCIAL SCIENCES/ *SPANISH

THIS ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS, INTENDED FOR STUDENTS, TEACHERS, AND NATIVE SPEAKERS OF SPANISH, CONTAINS MORE THAN 400 ITEMS EMPHASIZING BOTH LANGUAGE AND CULTURE. THE ENTRIES ARE ARRANGED ALPHABETICALLY IN SECTIONS INCLUDING: (1) BOOKS IN SERIES; (2) CHILDREN'S LITERATURE; (3) DICTIONARIES AND ENCYCLOPEDIAS; (4) DRAMATIZATION, RHYMES, AND POETRY; (5) GAMES, PUZZLES, AND ACTIVITIES; (6) HEALTH AND SCIENCE; (7) MATHEMATICS; (8) MUSIC; (9) READING AND LANGUAGE ARTS, AND (10) SOCIAL SCIENCE. BIBLIOGRAPHIC INFORMATION INCLUDES THE PRICE OF THE PUBLICATION, AVAILABILITY, AND SUGGESTED READERSHIP. APPENDIXES CONTAIN A DIRECTORY OF PUBLISHERS AND DISTRIBUTORS, AND A BOOK EVALUATION FORM. (RL)

85

ED051027 SO001275 69
COMMUNITIES AROUND THE WORLD. SOVIET COMMUNITIES: URBAN AND RURAL. TEACHER'S RESOURCE UNIT.
MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.
RMQ66000
182P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ *COMMUNISM/ COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ *ECONOMIC EDUCATION/ ELEMENTARY GRADES/ GOVERNMENT (ADMINISTRATIVE BODY)/ GRADE 4/ HUMAN GEOGRAPHY/ INDUSTRIALIZATION/ POLITICAL SOCIALIZATION/ RESOURCE GUIDES/ RURAL ECONOMICS/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOECONOMIC INFLUENCES/ URBAN ENVIRONMENT/ URBAN STUDIES
/ MARXISM/ RUSSIAN HISTORY/ *SOVIET UNION/ VALUES EDUCATION

THIS SOCIAL STUDIES RESOURCE GUIDE FOR GRADE 4 OUTLINES ONE OF FOUR UNITS ON THE THEME COMMUNITIES AROUND THE WORLD WITH EMPHASIS ON A COMPARATIVE ANALYSIS OF ECONOMIC SYSTEMS. SPECIFIC OBJECTIVES FOR THIS UNIT ON THE SOVIET UNION ARE DESCRIBED IN THESE AREAS: 1) ECONOMIC, GEOGRAPHIC, AND SOCIOLOGICAL CONCEPTS; 2) UNDERSTANDINGS AND

GENERALIZATIONS; 3) SKILLS; AND, 4) ATTITUDES. 59 LEARNING ACTIVITIES ARE OUTLINED IN A FORMAT DESIGNED TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT, TEACHING STRATEGIES, AND MATERIALS OF INSTRUCTION. A LIST OF EDUCATIONAL MEDIA IS ALSO INCLUDED. PUPIL MATERIALS PREPARED FOR THIS UNIT ARE APPENDED AND INCLUDE: MAPS, MAP WORKSHEETS, INFORMATION SUMMARIES, GRAPHS, STUDY QUESTIONS, AND ORIGINAL STORIES ON FAMILY AND COMMUNITY LIFE. A TEACHERS GUIDE FOR THE TOTAL GRADE 4 COURSE OF STUDY IS SO 001 282. OTHER DOCUMENTS IN THIS SERIES OF CURRICULUM GUIDES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

86

ED051028 SO001279 68

COMMUNITIES AROUND THE WORLD. PARISIAN COMMUNITY. TEACHER'S RESOURCE UNIT.

MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.

RMQ66000

112P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ CITY DEMOGRAPHY/ COMMUNITY RESOURCES/ *COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ GRADE 3/ HUMAN GEOGRAPHY/ INTERDISCIPLINARY APPROACH/ RESOURCE GUIDES/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS/ URBAN CULTURE/ URBAN ENVIRONMENT/ *URBAN STUDIES

/ *FRANCE/ PARIS

THIS RECOURSE GUIDE IS ONE OF A SERIES OF UNITS ON THE THEME COMMUNITIES AROUND THE WORLD FOR GRADE 3. BACKGROUND MATERIAL ON PARIS, FRANCE IS GIVEN FOR THE TEACHER DESCRIBING URBAN CHARACTERISTICS, FRENCH CULTURE, AND THE PHYSICAL SITE OF THE CITY. OBJECTIVES AND GOALS RELATED TO CONCEPTS, GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED ARE DEFINED. 13 INITIATORY ACTIVITIES, 50 DEVELOPMENTAL ACTIVITIES, AND 4 CULMINATING STRATEGIES ARE DESCRIBED IN A FORMAT DESIGNED TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT, TEACHING PROCEDURES, AND MATERIALS OF INSTRUCTION. EDUCATIONAL MEDIA ARE LISTED AND PUPIL MATERIALS PREPARED FOR THIS CULTURAL STUDY (MAPS, DIORAMA PROJECTS, AND HOLIDAY INFORMATION) ARE INCLUDED IN THE APPENDICES. OTHER DOCUMENTS IN THESE ELEMENTARY CURRICULUM GUIDE SERIES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

87

ED051030 SO001281 68

COMMUNITIES AROUND THE WORLD. MANUS COMMUNITY OF THE SOUTH PACIFIC. TEACHER'S RESOURCE UNIT.

MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.

RMQ66000
169P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ AREA STUDIES/ *COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ ELEMENTARY GRADES/ ETHNIC STUDIES/ FAMILY ROLE/ GRADE 3/ *HUMAN GEOGRAPHY/ MAP SKILLS/ NON WESTERN CIVILIZATION/ OCEANOLOGY/ RESOURCE GUIDES/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS
/ MANUS ISLAND/ *SOUTH PACIFIC/ VALUES EDUCATION
THIS IS A RESOURCE GUIDE FOR ONE OF A SERIES OF UNITS PREPARED FOR GRADE 3 ON THE THEME COMMUNITIES AROUND THE WORLD. OBJECTIVES OF THIS STUDY OF A SOUTH PACIFIC ISLAND COMMUNITY ARE EXPLAINED RELATING TO CONCEPTS OF: 1) CULTURE, 2) SOCIAL ORGANIZATION, 3) SOCIAL PROCESSES, 4) LANGUAGE AND COMMUNICATION, 5) DIVERISTY, 6) LOCATION, 7) INTERRELATEDNESS, AND 8) CULTURAL USE OF THE ENVIRONMENT. ALSO LISTED ARE THE GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED. 91 TEACHING STRATEGIES FOR CLASSROOM ACTIVITIES ARE DESCRIBED IN A FORMAT DESIGNED TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT, TEACHING PROCEDURES, AND MATERIALS OF INSTRUCTION. RESOURCE MATERIALS ARE LISTED WITH EACH ACTIVITY AND A GENERAL LIST OF EDUCATIONAL MEDIA IS ALSO INCLUDED. EMPHASIZED IN THE UNIT ARE GEOGRAPHIC CONCEPTS RELATED TO AN ISLAND COMMUNITY AND SEA LIFE AS WELL AS MAP SKILLS. MANY PUPIL MATERIALS PREPARED FOR THIS STUDY ARE INCLUDED IN THE APPENDICES SUCH AS: OUTLINE MAPS, INFORMATION SUMMARIES, PROJECT REPORT FORMS, STUDY SHEETS, AND ORIGINAL STORIES OF CHILD, FAMILY AND COMMUNITY LIFE. OTHER DOCUMENTS IN THIS SERIES OF CURRICULUM GUIDES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

88

ED051031 SO001282 69
COMMUNITIES AROUND THE WORLD. THEIR ECONOMIC SYSTEMS. TEACHER'S GUIDE TO GRADE 4.
MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.
RMQ66000
55P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ AREA STUDIES/ *COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ *ECONOMIC EDUCATION/ ELEMENTARY GRADES/ GRADE 4/ HUMAN GEOGRAPHY/ POLITICAL SOCIALIZATION/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES/ VALUES
/ VALUES EDUCATION
THIS GENERAL GUIDE TO A GRADE 4 SOCIAL STUDIES COURSE OUTLINES GOALS, CONTENT, AND TEACHING METHODS ON THE THEME COMMUNITIES AROUND THE WORLD, WITH AN ECONOMIC EMPHASIS. DIFFERENT COMMUNITIES ARE USED AS VEHICLES TO TEACH ABOUT CONTRASTING ECONOMIC SYSTEMS AND THE RELATIONSHIP BETWEEN THE ECONOMIC SYSTEM AND THE REST OF CULTURE. FOUR MAJOR UNITS OF STUDY ARE: 1) OUR OWN COMMUNITY--AN ECONOMIC EMPHASIS; 2) A SOVIET COMMUNITY--URBAN AND RURAL; 3) THE TROBRIAND ISLANDERS;

AND, 4) A VILLAGE IN INDIA. OBJECTIVES FOR THIS LEVEL OF INSTRUCTION ARE OUTLINED AND THE HANDBOOK ALSO ADVISES TEACHERS ON THE USE OF THE INDIVIDUAL RESOURCE GUIDES TO ACCOMPANY EACH UNIT. CHARTS APPENDED INDICATE MORE SPECIFICALLY THE WAY IN WHICH THE STATED GOALS ARE DEVELOPED, COVERING THESE AREAS: 1) SEQUENTIAL DEVELOPMENT OF ECONOMIC, ANTHROPOLOGICAL AND SOCIOLOGICAL, POLITICAL AND GEOGRAPHIC CONCEPTS; 2) SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS; 3) SEQUENTIAL DEVELOPMENT OF SKILLS; AND, 4) SEQUENTIAL DEVELOPMENT OF ATTITUDES. THE RESOURCE GUIDE FOR THE UNIT A SOVIET COMMUNITY--URBAN AND RURAL IS DOCUMENT SO 001 275; OTHER RELATED GUIDES IN THIS SOCIAL STUDIES SEQUENCE ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

89

ED051032 SO001283 68

FAMILIES AROUND THE WORLD. TWO YEAR SEQUENCE IN GRADES 1 AND 2. TEACHER'S GUIDE.

MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.

RMQ66000

69P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ COGNITIVE OBJECTIVES/ COMMUNITY STUDY/ *CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ ELEMENTARY GRADES/ ETHNIC STUDIES/ *FAMILY (SOCIOLOGICAL UNIT)/ FAMILY ROLE/ GRADE 1/ GRADE 2/ HUMAN GEOGRAPHY/ HUMAN RELATIONS UNITS/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIAL VALUES/ SOCIOCULTURAL PATTERNS/ TEACHING GUIDES / *VALUES EDUCATION

THIS GENERAL GUIDE FOR TEACHERS EXPLAINS THE STRUCTURE, CONTENT, RATIONALE AND OBJECTIVES OF A SOCIAL STUDIES SEQUENCE FOR GRADES 1 AND 2. SELECTED CULTURES ON THE THEME FAMILIES AROUND THE WORLD POINT UP CULTURAL DIVERSITY, HELP CHILDREN RECOGNIZE UNIQUENESS OF CULTURE, SHOW THAT CULTURE IS LEARNED, TEACH CHILDREN ABOUT NORMS AND VALUES, AND EMPHASIZE CULTURAL UNIVERSALS AND THE PSYCHIC UNITY OF MANKIND. A COMPARATIVE STUDY APPROACH IS USED AND THE DIFFERENT SITE LOCATIONS PROVIDE CONTENT FOR TEACHING PHYSICAL GEOGRAPHY CONCEPTS, AS WELL AS MAP AND GLOBE SKILLS. THE UNITS FOR GRADE 1 ARE: 1) HOPI FAMILY, 2) ALGONQUIN FAMILY, 3) QUECHUA FAMILY OF PERU, 4) JAPANESE FAMILY. GRADE 2 UNITS INCLUDE: 1) COLONIAL FAMILY OF BOSTON, 2) SOVIET FAMILY IN MOSCOW, 3) HAUSA FAMILY IN NORTHERN NIGERIA, 4) KIBBUTZ FAMILY OF ISRAEL. THE SEQUENCE IS DESIGNED TO INTRODUCE PUPILS TO THE IDEA OF CULTURAL CHANGE. ALSO INCLUDED IN THIS HANDBOOK IS INFORMATION FOR TEACHERS ON THE USE OF THE INDIVIDUAL RESOURCE GUIDES FOR EACH UNIT AND WAYS OF ADAPTING UNITS FOR SPECIFIC NEEDS. APPENDED ARE CHARTS WHICH SHOW THE SEQUENTIAL DEVELOPMENT OF OBJECTIVES COVERING: GENERALIZATIONS, CONCEPTS, SKILLS, AND, ATTITUDES. THE RESOURCE GUIDE FOR THE UNIT THE KIBBUTZ FAMILY OF ISRAEL IS DESCRIBED IN SO 001 287; RELATED DOCUMENTS IN THIS CURRICULUM SERIES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

90

ED051033 SO001287 68
FAMILIES AROUND THE WORLD. THE KIBBUTZ FAMILY OF ISRAEL. TEACHER'S RESOURCE UNIT.
MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.
RMQ66000
122P.; REVISED FOLLOWING FIELD TESTING IN THE CHELMSFORD, MASS. PUBLIC SCHOOLS

/ CITIZENSHIP/ *COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ ELEMENTARY GRADES/ ETHNIC STUDIES/ *FAMILY (SOCIOLOGICAL UNIT)/ FAMILY ROLE/ GRADE 2/ HUMAN GEOGRAPHY/ HUMAN RELATIONS UNITS/ JEWS/ PLANNED COMMUNITY/ RESOURCE GUIDES/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS
/ *ISRAEL/ JEWISH CULTURE/ KIBBUTZ/ VALUES EDUCATION
THIS UNIT RESOURCE GUIDE IS ONE OF A SERIES PREPARED FOR GRADE 2 ON THE THEME FAMILIES AROUND THE WORLD. FOR THIS STUDY OF THE ISRAELI KIBBUTZ BACKGROUND MATERIAL IS PRESENTED FOR TEACHER DESCRIBING: 1) SITE, 2) SOCIAL STRUCTURE INCLUDING MAJOR VALUES AND FAMILY STRUCTURE, 3) THE FUNCTIONS OF THE FAMILY, AND 4) THE KIBBUTZ AS A FAMILY. OBJECTIVES FOR THIS CULTURAL STUDY ARE DEFINED, NOTING CONCEPTS AND OBJECTIVES AS WELL AS ATTITUDES AND SKILLS TO BE DEVELOPED. TEACHING STRATEGIES ARE DESCRIBED FOR 2 INITIATORY AND 57 DEVELOPMENTAL ACTIVITIES IN A FORMAT DESIGNED TO HELP TEACHERS SEE THE RELATIONSHIPS AMONG OBJECTIVES, CONTENT, TEACHING PROCEDURES, AND MATERIALS OF INSTRUCTION. AUDIOVISUAL AIDS AND PRINTED MATERIALS TO BE USED ARE LISTED WITH EACH ACTIVITY AND A GENERAL LIST OF EDUCATIONAL MEDIA IS GIVEN. APPENDICES INCLUDE MANY PUPIL MATERIALS PREPARED FOR THIS UNIT, SUCH AS MAP EXERCISES, INFORMATION SUMMARIES, STUDY QUESTIONS, LANGUAGE GAMES, AND SOME ORIGINAL STORIES FOR SOCIO-DRAMA AND ROLE PLAYING. A RELATED GUIDE, SO 001 283, OUTLINES THE ENTIRE UNIT SEQUENCE FOR GRADE 1 AND 2. OTHER DOCUMENTS IN THIS CURRICULUM SERIES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

91

ED052081 SO001285 68
FAMILIES AROUND THE WORLD. THE QUECHUA FAMILY OF PERU. TEACHER'S RESOURCE UNIT.
MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.
RMQ66000
141P.

/ AMERICAN HISTORY/ *AMERICAN INDIANS/ COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ ETHNIC STUDIES/ *FAMILY (SOCIOLOGICAL UNIT)/ FAMILY ROLE/ GRADE 1/ HUMAN GEOGRAPHY/ HUMAN RELATIONS UNITS/ QUECHUA/ RESOURCE GUIDES/ RURAL ENVIRONMENT/

*SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS/ SOCIOECONOMIC INFLUENCES

/ ANDES/ INCAS/ LATIN AMERICA/ *PERU/ SOUTH AMERICA

THIS RESOURCE GUIDE OUTLINES ONE OF FOUR UNITS DESIGNED FOR GRADE 1. SOME BACKGROUND MATERIAL ON THE QUECHA SPEAKING INDIANS OF PERU, BOLIVIA, AND ECUADOR IS PRESENTED FOR THE TEACHER ON THE FAMILY STRUCTURE AND THE ECONOMY, EMPHASIZING SUBSISTENCE, TECHNOLOGY, CLOTHING, DIVISION OF LABOR, AND SEXUAL DIFFERENTIATION OF LABOR. MAJOR CONCEPTS GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED ARE OUTLINED IN THE USUAL SERIES FORMAT. COURSE CONTENT IS DIVIDED INTO 72 TEACHING STRATEGIES AND INSTRUCTIONAL MATERIALS TO BE USED FOR EACH ACTIVITY ARE LISTED. APPENDICES INCLUDE MANY PUPIL MATERIALS, SUCH AS MAPS, GEOGRAPHY AND ART ACTIVITY WORKSHEETS, INFORMATION SUMMARIES, AND STORIES DESCRIBING FAMILY AND CULTURAL SETTING. SO 001 287 OUTLINES THE TOTAL UNIT SEQUENCE FOR GRADES 1 AND 2; OTHER RELATED GUIDES IN THE SERIES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

92

ED052082 SO001286 68

FAMILIES AROUND THE WORLD. THE SOVIET FAMILY IN MOSCOW. TEACHER'S RESOURCE UNIT.

MINNESOTA UNIV., MINNEAPOLIS. PROJECT SOCIAL STUDIES CURRICULUM CENTER.

RMQ66000

103P.

/ CITIZENSHIP/ *COMMUNISM/ COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ ETHNIC STUDIES/ *FAMILY (SOCIOLOGICAL UNIT)/ FAMILY ROLE/ GRADE 2/ HUMAN GEOGRAPHY/ HUMAN RELATIONS UNITS/ SOCIALIZATION/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ SOCIOCULTURAL PATTERNS/ URBAN CULTURE

/ MOSCOW/ RUSSIAN HISTORY/ *SOVIET UNION/ VALUES EDUCATION

THIS RESOURCE GUIDE OUTLINES ONE OF A SERIES OF UNITS FOR GRADE 2. INFORMATION ON SOVIET CULTURE IS INCLUDED FOR THE TEACHER, DESCRIBING THE URBAN SITE, THE HOME, SOCIAL STRUCTURE OF THE FAMILY, ROLE RELATIONSHIPS IN THE FAMILY, FUNCTIONS OF THE FAMILY IN THE SOVIET UNION, AND THE SOCIALIZATION PROCESS. MAJOR CONCEPTS RELATED TO CULTURE, SOCIAL ORGANIZATION, SOCIAL PROCESS, LOCATION AND SITE ARE DEFINED, AND GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED ARE OUTLINED. SOME 60 TEACHING STRATEGIES ARE PRESENTED IN THE USUAL FORMAT OF THE SERIES. INSTRUCTIONAL AIDS ARE LISTED FOR EACH ACTIVITY, AND A GENERAL BIBLIOGRAPHY IS ALSO INCLUDED. APPENDICES PRESENT PUPIL MATERIALS DESIGNED FOR THE UNIT, SUCH AS REPRINTS FROM SOVIET LIFE SHOWING CHILDREN'S POEMS IN ENGLISH AND RUSSIAN, STUDENT ACTIVITY WORKSHEETS, MAPS, STORIES, AND DIRECTIONS FOR SOME RUSSIAN CHILDREN'S GAMES. THE TOTAL UNIT SEQUENCE FOR GRADES 1 AND 2 IS OUTLINED IN SO 001 287; OTHER GUIDES IN THE ELEMENTARY SOCIAL STUDIES SERIES ARE SO 001 275 THROUGH SO 001 286. (AUTHOR/JSB)

93

ED052098 SO001426 68
INTERCULTURAL EDUCATION SERIES. SELECTED LATIN AMERICAN LITERATURE FOR YOUTH.
JONES, EARL, ED.
BRYAN INDEPENDENT SCHOOL DISTRICT, TEX.; TEXAS A AND M UNIV., COLLEGE STATION.
RMQ66000
MONOGR-3
163P.

/ *AREA STUDIES/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ ELEMENTARY GRADES/ HUMANITIES/ INSTRUCTIONAL MATERIALS/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ LANGUAGE ARTS/ *LATIN AMERICAN CULTURE/ SECONDARY GRADES/ SOCIAL STUDIES/ *SPANISH AMERICAN LITERATURE/ *SUPPLEMENTARY READING MATERIALS
/ *LATIN AMERICA/ TEXAS

THE APPEARANCE OF THIS COLLECTION OF READINGS PARTIALLY FULFILLS ONE OF PROGRAMA DE EDUCACION INTERAMERICANA'S OBJECTIVES DESCRIBED IN SO 001 424: THAT OF HELPING OUR STUDENTS BECOME BETTER ACQUAINTED WITH THE LITERATURE OF LATIN AMERICA. THIS VOLUME WAS NOT PREPARED FOR JUST LITERATURE OR SPANISH CLASSES; THE INTRODUCTIONS AND THE WORKS COVER A WIDE RANGE OF ECONOMIC, SOCIAL, AND HISTORICAL ASPECTS WHICH SHOULD HELP ENLIVEN THE TEXTBOOK MATERIALS, AND PROVOKE INTEREST AND FURTHER RESEARCH. POEMS, SHORT STORIES, SONGS, LEGENDS, AND NON-FICTION WERE CHOSEN, BUT NOT IN EQUAL PROPORTIONS. SOME AUTHORS ARE FAMOUS, SOME NEARLY UNKNOWN; SOME WORKS ARE FROM THE EARLIEST TIMES, ONE WAS WRITTEN LAST YEAR. THOSE INCLUDED HAVE BEEN CAREFULLY SELECTED FOR YOUTH WITH SOMETHING FOR ALMOST EVERYONE IN THE INTERMEDIATE AND SECONDARY GRADES; MANY PRIMARY SCHOOL CHILDREN CAN ALSO PROFIT FROM SOME OF THE READINGS WHEN READ BY THE TEACHER. AVAILABILITY, PERMISSION TO PUBLISH, EASE OF TRANSLATION, AND RELATION TO THE STUDY OF LATIN AMERICA PLAYED A HAND IN SELECTION. THE LIBRARY OF CONGRESS, GUIDE TO LATIN AMERICAN LITERATURE IN TRANSLATION, IS A SOURCE FOR FURTHER ACQUISITIONS. A SHORT SUGGESTED READING LIST FOR STUDENTS IS INCLUDED IN THE APPENDIX WITH OTHERS NOTED IN SO 001 425. (AUTHOR/VLW)

94

EP000054 24
SEQUENTIAL SOCIAL SCIENCES COURSES FOR THE SECONDARY SCHOOL.
LEPPERT, ELLA C.
ILLINOIS UNIV., URBANA.
BR-5-0383 24MAY63
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR
ILLINOIS CONGRESSIONAL DISTRICT NUMBER 22
OEC-4-10-058

/ *COURSE ORGANIZATION/ CURRICULUM DEVELOPMENT/ *CURRICULUM RESEARCH / SECONDARY SCHOOL STUDENTS/ *SEQUENTIAL PROGRAMS/ *SOCIAL STUDIES/ STUDENT DEVELOPMENT/ *STUDY CENTERS/ TEACHING PROCEDURES
/ ILLINOIS/ URBANA
START DATE 15 SEP 63;END DATE 30 JUN 69

A CURRICULUM STUDY CENTER IN THE ACADEMIC AREA OF SOCIAL STUDIES WILL BE ESTABLISHED AND MADE OPERABLE AT THE UNIVERSITY OF ILLINOIS FOR DEVELOPING AND EVALUATING THREE COURSES IN A PROPOSED SEQUENTIAL PROGRAM STARTING WITH JUNIOR HIGH SCHOOL AND CONTINUING THROUGH THE TWELFTH GRADE. THIS INITIAL 6-YEAR STUDY WILL PREPARE AND TEST TEACHING STRATEGIES, METHODS, MATERIALS, AND EVALUATION TECHNIQUES IN PUBLIC SCHOOL SETTINGS. THE FIRST OF THE THREE COURSES WILL PROVIDE A FOUNDATION IN SOCIAL STUDIES, FOCUSING ON MAN'S NEEDS AND ASPIRATIONS AND HOW HE HAS SOUGHT TO FULFILL THEM THROUGH THE DEVELOPMENT OF SOCIAL, ECONOMIC, AND POLITICAL INSTITUTIONS. THE SECOND AND THIRD COURSES WILL CONTRIBUTE TO UNDERSTANDING THE WORLD TODAY, THE CRITICAL FACTORS IN THE EVOLUTION OF MANKIND, THE DYNAMICS OF CIVILIZATION, AND THE EMERGENCE OF INCREASING WORLD UNITY WITHIN DIVERSITY IN MODERN TIMES. DURING THE PROJECT PERIOD, THESE COURSES WILL BE PREPARED, TRIED IN A SMALL GROUP OF PUBLIC SCHOOLS, REVISED AS NECESSARY, TRIED ONCE MORE IN A LARGER GROUP OF SCHOOLS, REVISED A SECOND TIME, AND READIED FOR PUBLICATION. IT IS EXPECTED THAT THIS NEW CURRICULUM WILL DEVELOP STUDENT UNDERSTANDING OF--(1) THE SOCIAL ORDER RELATIONSHIP TO THE INDIVIDUAL, (2) THE ROLE OF THE INDIVIDUAL IN PROMOTING, IMPEDING, AND RESPONDING TO SOCIAL CHANGE, AND (3) THE ACCEPTANCE OF WORLD CULTURAL DIVERSITY BEFORE PEACE CAN BE ACHIEVED. (JH)

95

EP000222 24
DEVELOPMENT OF A SEQUENTIAL CURRICULUM IN ANTHROPOLOGY FOR GRADES 1-7.
RICE, MARION
GEORGIA UNIV., ATHENS.
BR-5-1024 01APR64
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DESR
GEORGIA CONGRESSIONAL DISTRICT NUMBER 10
OEC-4-10-204
/ ACHIEVEMENT/ *ANTHROPOLOGY/ CONCEPT FORMATION/ *CURRICULUM DEVELOPMENT/ EDUCATIONAL TESTING/ *ELEMENTARY GRADES/ ELEMENTARY SCHOOL TEACHERS/ *INSTRUCTIONAL MATERIALS/ *SEQUENTIAL PROGRAMS/ SPECIAL EDUCATION/ SUMMER WORKSHOPS
/ ATHENS
START DATE 01 JUN 64;END DATE 31 MAY 69

INSTRUCTIONAL MATERIALS WILL BE PREPARED AND LOGICALLY ORGANIZED WITH PROGRESSIVE DEVELOPMENT FOR GRADES 1-7, AND CENTERED ON THE FUNDAMENTAL CONCEPTS OF ANTHROPOLOGY AND THEIR APPLICATION. THE PROCEDURES FOR ACCOMPLISHING THIS OBJECTIVE WILL BE--(1) TRAINING OF COOPERATING PUBLIC SCHOOL TEACHERS IN SUMMER ANTHROPOLOGY INSTITUTES, (2) REVIEWING THE FIELD OF ANTHROPOLOGY AND DETERMINING APPROPRIATE

CONTENT AREAS FOR ELEMENTARY GRADE CHILDREN, (3) WRITING THE ACTUAL CURRICULUM MATERIALS, (4) PREPARING ACHIEVEMENT TESTS TO VERIFY MATERIALS SUITABILITY, (5) PRESENTING THE PRELIMINARY MATERIALS IN EXPERIMENTAL CLASSROOM SITUATIONS AND PERFORMING APPROPRIATE REVISIONS ON THE BASIS OF TEACHER AND TEST FEEDBACK AND (6) FINAL EDITING OF THE MATERIALS FOR PUBLICATION. THE COOPERATING PUBLIC SCHOOL TEACHERS WILL BE DIVIDED INTO AN EXPERIMENTAL GROUP (RECEIVING SYSTEMATIC INSTRUCTION IN SUMMER ANTHROPOLOGY INSTITUTES) AND A CONTROL GROUP (RECEIVING NO SUCH INSTRUCTION). THE SUITABILITY OF MATERIALS FOR GENERAL USE WILL BE VERIFIED BY COMPARING THE ACHIEVEMENT OF PUPILS IN ANTHROPOLOGY WHO RECEIVE INSTRUCTION FROM THE "TRAINED" VERSUS THE "UNTRAINED" TEACHERS. (WB)

96

EP010606 24
PREPARATION OF TEACHING GUIDES AND MATERIALS ON WORLD GEOGRAPHY, NORTH AMERICAN GEOGRAPHY, AND LOUISIANA GEOGRAPHY FOR USE IN GRADES I - XII.
MOTT, KENNETH
LOUISIANA STATE DEPT. OF EDUCATION, BATON ROUGE.
BR-6-1589 10NOV65
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DESR
LOUISIANA CONGRESSIONAL DISTRICT NUMBER 6
OEC-4-7-001589-0470
/ BIBLIOGRAPHIES/ ELEMENTARY EDUCATION/ *GEOGRAPHY INSTRUCTION/ *INSTRUCTIONAL IMPROVEMENT/ *INSTRUCTIONAL MATERIALS/ *MATERIAL DEVELOPMENT/ SECONDARY EDUCATION/ *TEACHING GUIDES
/ BATON ROUGE
START DATE 3 OCT 66;END DATE 2 OCT 69

TEACHING MATERIALS WILL BE PREPARED FOR USE IN ELEMENTARY AND SECONDARY SCHOOLS FOR INSTRUCTIONAL IMPROVEMENT IN GEOGRAPHY. SPECIFIC PLANS ARE TO (1) PREPARE A STATEMENT OF GUIDELINES FOR A SEQUENTIAL CONCEPT-BASED PROGRAM IN GEOGRAPHY, BEGINNING WITH GRADE 1, WITH ATTENTION TO OBJECTIVES, PATTERNS OF ORGANIZATION, AND PRINCIPLES OF INSTRUCTION, (2) COMPILE ANNOTATED BIBLIOGRAPHIES OF SELECTED TEACHING GUIDES AND INSTRUCTIONAL RESOURCES THAT ARE CURRENTLY AVAILABLE IN GEOGRAPHY FOR EACH GRADE LEVEL, (3) PREPARE AND EVALUATE TEACHING GUIDES AND COURSE MATERIALS ON SELECTED TOPICS THAT ARE NEEDED TO IMPROVE BOTH ELEMENTARY AND SECONDARY GEOGRAPHY INSTRUCTION, AND (4) PREPARE AND EVALUATE TEACHING GUIDES FOR ELECTIVE HIGH SCHOOL COURSES IN WORLD, NORTH AMERICAN, AND LOUISIANA GEOGRAPHY. (GC)

97

EP010828 24
CURRICULUM CONSTRUCTION FOR SECONDARY SCHOOL MATHEMATICS.
FEHR, HOWARD F.
COLUMBIA UNIV., NEW YORK, N.Y. TEACHERS COLLEGE.
BR-7-0711 02JAN67

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DESR
NEW YORK CONGRESSIONAL DISTRICT NUMBER 20
OEC-1-7-070711-4420

/ *CURRICULUM DEVELOPMENT/ CURRICULUM EVALUATION/ *CURRICULUM GUIDES / GRADE 7/ GRADE 8/ *MATHEMATICS CURRICULUM/ *MATHEMATICS MATERIALS/ *SECONDARY SCHOOLS

/ NEW YORK CITY

START DATE 15 JUN 67;END DATE 30 JUN 70

CONTINUED RESEARCH ON THE DEVELOPMENT OF A NEW MATHEMATICS CURRICULUM WILL BE MADE. THE PROJECT, INITIATED IN SEPTEMBER 1965, PRODUCED A NEW CURRICULUM THAT BREAKS DOWN THE TRADITIONAL SEPARATION OF MATHEMATICAL STUDY INTO ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, AND ANALYSIS, AND REBUILDS THESE BRANCHES INTO A UNIFIED STUDY BASED ON COMMON FUNDAMENTAL CONCEPTS OF SETS, RELATIONS, FUNCTIONS, AND MATHEMATICAL STRUCTURES (NUMBER SYSTEM, GROUP, RING, FIELD, AND VECTOR SPACE). NEW MATERIALS PRODUCED INCLUDED A FLOW-CHARTED SYLLABUS IN MATHEMATICS FOR GRADES 7 THROUGH 12, AND A DETAILED SYLLABUS FOR GRADE 7. TEACHERS HAVE BEEN TRAINED TO TEACH WITH THE NEW SYLLABUS, A SEVENTH-GRADE TEXTBOOK HAS BEEN WRITTEN, AND 350 COLLEGE-BOUND SEVENTH-GRADE STUDENTS HAVE PARTICIPATED IN EXPERIMENTAL STUDY. THE ACTIVITIES TO BE UNDERTAKEN IN THE CURRENT PROJECT WILL INCLUDE (1) A 9-DAY WORKING CONFERENCE TO DEVELOP A DETAILED SYLLABUS FOR THE EIGHTH-GRADE COURSE, (2) A REVISION OF THE SEVENTH-GRADE COURSE, (3) FURTHER TRAINING OF TEACHERS, (4) WRITING AND PUBLICATION OF A REVISED SEVENTH-GRADE TEXT AND A NEW EIGHTH-GRADE TEXT WITH A TEACHERS' GUIDE, AND (5) AN EVALUATION OF THE TWO TEXTS, IN CLASSES AND FOLLOWUP TEACHER CONFERENCES. (AL)

98

EP010990 24

RESEARCH PROJECT TO PROVIDE MATERIALS FOR TEACHING ASIAN MUSIC TO U.S. PUBLIC SCHOOLS AND COLLEGES.

CURTISS, MARIE J.
SYRACUSE UNIV., N.Y. SCHOOL OF MUSIC.
BR-8-B-004 04OCT66
REGIONAL RESEARCH PROGRAM, OAC
NEW YORK CONGRESSIONAL DISTRICT NUMBER 34
OEG-0-8-000004-1901-010

/ *INSTRUMENTATION/ *MUSIC/ *ORIENTAL MUSIC/ *PHOTOGRAPHS/ *TAPE RECORDINGS

START DATE 1 OCT 67;END DATE 31 DEC 69

A RESEARCH PROJECT WILL COLLECT AND PREPARE MUSICAL AND CULTURAL MATERIALS IN SOUTH ASIAN MUSIC FOR PUBLIC SCHOOL AND TEACHER TRAINING USE. THE PROJECT DIRECTOR WILL SPEND 6 WEEKS IN INDIA TO (1) MAKE TAPE RECORDINGS OF MUSIC NOT AVAILABLE ON COMMERCIAL RECORDINGS IN THE UNITED STATES, (2) PHOTOGRAPH MUSIC PERFORMANCES AND PRACTICES, AND (3) COLLECT RECORDS, INSTRUMENTS, ARTIFACTS, AND BOOKS NEEDED TO TEACH A COURSE IN ASIAN MUSIC FOR INSERVICE TEACHERS. EMPHASIS WILL BE ON THE CLASSICAL IDIOM, BUT FOLK AND RELIGIOUS MUSIC ALSO WILL BE INCLUDED. A PROPOSED TRAVEL ITINERARY AND A LIST OF CONTACTS ARE INCLUDED. (TC)

99

EP011442 24
RESEARCH AND DEVELOPMENT PROJECT TO DEVELOP, IMPROVE, EXPAND, AND EVALUATE BEHAVIORAL GOALS OF A TEAM-TAUGHT, HUMANITIES-ORIENTED COURSE IN WORLD CIVILIZATION FOR NINTH AND TENTH GRADE STUDENTS.
WARD, THOMAS G.; AND OTHERS
FAIRFAX COUNTY SCHOOL BOARD, MCLEAN, VA.
BR-8-C-058 5 APR 68
REGIONAL RESEARCH PROGRAM, OAC
VIRGINIA CONGRESSIONAL DISTRICT NUMBER 10
OEG-3-9-080058-0010
/ *CURRICULUM DEVELOPMENT/ CURRICULUM EVALUATION/ *CURRICULUM PLANNING/ *CURRICULUM RESEARCH/ *GRADE 9/ *GRADE 10/ HUMANITIES INSTRUCTION/ WORLD HISTORY
/ REGION 3
START DATE 01 SEP 68;END DATE 30 JUN 69

THE NATURE OF THIS PROJECT IS TO BEGIN TO DEVELOP A VALIDATED COMPREHENSIVE SYLLABUS FOR A HUMANITIES APPROACH TO 9TH GRADE ENGLISH AND ANCIENT AND MEDIEVAL HISTORY AND 10TH GRADE ENGLISH AND MODERN HISTORY. A TWO-YEAR COURSE, WORLD CIVILIZATION, CURRENTLY IN PROGRESS AT LANGLEY HIGH SCHOOL, FAIRFAX COUNTY, VIRGINIA, WILL BE USED AS A CLASSROOM LABORATORY FOR TESTING AND REFINING THE PROGRAM. TO VALIDATE THE PROGRAM OUTSIDE CONSULTANTS WILL BE ASKED TO EVALUATE EACH UNIT TO ASSURE THAT SPECIFIC CONTENT AND BEHAVIORAL OBJECTIVES HAVE BEEN MET. THE PILOT PROGRAM WHICH INVOLVES APPROXIMATELY 220 9TH AND 10TH GRADE STUDENTS WILL BE CONTINUED, REFINED, AND EVALUATED DURING THE 1968-69 SCHOOL YEAR. EVERY EFFORT WILL BE MADE TO ASSURE DISSEMINATION OF THIS VALIDATED PROGRAM TO INTERESTED TEACHERS. (ON)

100

P012039 24
A STUDY IN COMPARATIVE MUSIC EDUCATION: AN EVALUATION OF TECHNIQUES EMPLOYED IN ELEMENTARY AND SECONDARY SCHOOLS IN SELECTED FOREIGN COUNTRIES.
CYKLER, EDMUND A.
OREGON UNIV., EUGENE.
BR-8-I-074 12 DEC 67
REGIONAL RESEARCH PROGRAM, OAC
OREGON CONGRESSIONAL DISTRICT NUMBER 4
OEG-9-9-470074-0075
/ CLASSROOM OBSERVATION TECHNIQUES/ *COMPARATIVE EDUCATION/ ELEMENTARY SCHOOLS/ INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ *MUSIC EDUCATION/ *MUSIC TECHNIQUES/ PROGRAM EVALUATION/ SECONDARY SCHOOLS/ *TEACHING TECHNIQUES/ VIDEO TAPE RECORDINGS
/ REGION 9
START DATE 30 JUN 69;END DATE 30 APR 70

FIRSTHAND EVIDENCE AND INFORMATION WILL BE GATHERED ON THE METHODS AND TECHNIQUES ACTUALLY EMPLOYED IN THE CLASSROOMS OF ELEMENTARY AND SECONDARY MUSIC EDUCATION OF A SELECTED NUMBER OF FOREIGN COUNTRIES. BY MEANS OF THIS DATA, THE EFFECTIVENESS OF THE TECHNIQUES AND METHODS (AND MATERIALS) USED WILL BE EVALUATED SO THAT A MORE REASONABLE AND

USEFUL APPLICATION CAN BE MADE OF THEM IN THE SCHOOLS OF THE UNITED STATES. DATA ARE TO BE COLLECTED IN TWO WAYS: (1) THROUGH PERSONAL ON-THE-SPOT OBSERVATION, AND (2) THROUGH THE USE OF VIDEC-TAPE RECORDINGS OF ACTUAL CLASSROOM EXERCISES. ARRANGEMENTS ALREADY MADE WILL ENABLE SUCH PROCEDURES TO BE USED IN SELECTED SCHOOLS IN JAPAN, THE PHILIPPINES, ISRAEL, HUNGARY, CZECHOSLOVAKIA, RUSSIA, YUGOSLAVIA, GERMANY, AUSTRIA, DENMARK, SWEDEN, THE NETHERLANDS, AND ENGLAND. IT IS EXPECTED THAT SIMILAR ARRANGEMENTS WILL BE MADE WITH BULGARIA, RUMANIA, FRANCE, AND ITALY. THIS STUDY SHOULD GIVE THE AMERICAN MUSIC TEACHER AN UNDERSTANDING OF THE RATIONALE BEHIND THE USE OF FOREIGN MUSIC MATERIALS AND METHODOLOGIES BASED ON THEIR USE IN ORIGINAL SITUATIONS, AND AN EVALUATION OF THE RESULTS ACHIEVED BY THEIR USE UNDER THESE CONDITIONS. THIS CONTRIBUTION WILL BE MADE THROUGH THE WRITTEN WORD AND THE VIDEO-TAPE RECORDINGS. (AUTHOR/JH)

Psychological and Sociological Studies

101

ED003067 24
THE POLITICAL SOCIALIZATION PROCESS--THE CASE OF SECONDARY SCHOOL STUDENTS IN JAMAICA.
LANGTON, KENNETH P.
OREGON UNIV., EUGENE.
CRP-S-015
JUN65
279P.

/ ATTITUDES/ *BEHAVIORAL SCIENCE RESEARCH/ *BEHAVIOR PATTERNS/ *FAMILY ATTITUDES/ FAMILY BACKGROUND/ *FAMILY CHARACTERISTICS/ *HIGH SCHOOL STUDENTS/ *POLITICAL SCIENCE/ QUESTIONNAIRES/ SOCIAL AGENCIES/ *SOCIOLOGY
/ EUGENE/ JAMAICA/ OREGON

INQUIRY INTO THE PROCESS, AS MEDIATED THROUGH VARIOUS SOCIAL AGENCIES, BY WHICH AN INDIVIDUAL ACQUIRES POLITICALLY RELEVANT ATTITUDINAL DISPOSITIONS AND BEHAVIOR PATTERNS WAS THE PROBLEM OF THE STUDY. THE HYPOTHESIS WAS THAT FAMILY STRUCTURE WOULD HAVE A DIFFERENT EFFECT UPON THE SOCIALIZATION OF THESE ATTITUDES. DATA REGARDING THE SOCIALIZATION PROCESS WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE ADMINISTERED TO A MULTISTAGE RANDOM SAMPLE OF 1,287 JAMAICAN SECONDARY SCHOOL STUDENTS DURING THE WINTER AND EARLY SPRING OF 1964. ADDITIONAL DATA WERE EXTRACTED FROM GOVERNMENT DOCUMENTS, CENSUS REPORTS, REPORTS AND OBSERVATIONS BY SCHOLARS, AND PERSONAL OBSERVATIONS. MAJOR COMPARISONS WERE ACROSS FAMILY TYPES, GROUPS, SCHOOLS, AND CLASSES. THE HYPOTHESIS CONCERNING THE EFFECTS OF FAMILY STRUCTURE WAS GENERALLY CONFIRMED. THE PATTERN REMAINED WHEN A CONTROL FOR SOCIAL CLASS WAS INTRODUCED. ONLY THE EFFICACY DIMENSION WAS FOUND

TO BE ESSENTIALLY A WORKING CLASS PHENOMENON. IN THIS CASE, THE MORE EFFICACIOUS MIDDLE - AND UPPER-CLASS POLITICAL CULTURE APPEARED TO COUNTERACT THE EFFECTS OF FAMILY STRUCTURE. WITHIN THE MATERNAL FAMILY A PREDICTED PATTERN DEVELOPED IN WHICH FATHER ABSENCE AND MATERNAL DOMINATION WERE SHOWN TO HAVE AN IMPORTANT IMPACT UPON THE AUTHORITARIAN ATTITUDES AND POLITICAL INTEREST OF MALE STUDENTS WHILE HAVING LITTLE EFFECT ON FEMALES. (HB)

102

ED003313 24
COMPARISONS OF THE READING AND SPELLING ACHIEVEMENT AND QUALITY OF HANDWRITING OF GROUPS OF ENGLISH, SCOTTISH, AND AMERICAN CHILDREN.
ANDERSON, IRVING H. ; AND OTHERS
MICHIGAN UNIV., ANN ARBOR.
CRP-1903
62
332P.

/ COMPARATIVE ANALYSIS/ *COMPARATIVE EDUCATION/ *HANDWRITING SKILLS/ *READING COMPREHENSION/ *SPELLING/ TEST RESULTS
/ ANN ARBOR/ METROPOLITAN ACHIEVEMENT TEST/ METROPOLITAN HANDWRITING SCALE/ MICHIGAN/ STANFORD ACHIEVEMENT TESTS

A COMPARISON WAS MADE OF THE PERFORMANCE OF GROUPS OF ENGLISH AND SCOTTISH CHILDREN WITH AMERICAN NORMS AND WITH THE PERFORMANCE OF SIMILAR GROUPS OF AMERICAN CHILDREN ON A SERIES OF READING AND SPELLING TESTS AND A HANDWRITING SCALE STANDARDIZED IN THE UNITED STATES. SCORES ATTAINED ON THE PARAGRAPH MEANING AND WORD MEANING SUBTESTS OF THE STANFORD ACHIEVEMENT TEST, THE SPELLING TEST FROM THE METROPOLITAN ACHIEVEMENT TEST (1947 ED.), AND THE METROPOLITAN HANDWRITING SCALE PROVIDED THE BASIS FOR COMPARISON. THE DATA WERE ANALYZED FOR COMPARISONS OF CENTRAL TENDENCY OF TOTAL SAMPLES, VARIANCES OF TOTAL SAMPLES, CENTRAL TENDENCY OF BOYS AND GIRLS, AND FOR SPELLING ERRORS. A DETAILED DISCUSSION OF EACH OF THESE COMPARISONS IS INCLUDED. (HS)

103

ED003837 24
RESEARCH PROGRAM ON INTELLECTUAL DEVELOPMENT.
BRUNER, JEROME S.
HARVARD UNIV., CAMBRIDGE, MASS.
CRP-E-020
30JUN65
OEC-4-10-136
38P.

/ *CHILDHOOD/ CHILDREN/ *COGNITIVE ABILITY/ COGNITIVE DEVELOPMENT/ *COGNITIVE PROCESSES/ *COGNITIVE TESTS/ COMPREHENSION/ EARLY CHILDHOOD / EYE MOVEMENTS/ INDIVIDUAL DEVELOPMENT/ INTELLECTUAL DEVELOPMENT/ *PERCEPTION/ PERCEPTION TESTS/ PERCEPTUAL DEVELOPMENT/ PRESCHOOL LEARNING/ VISUAL PERCEPTION

/ ALASKA/ BOSTON/ CAMBRIDGE/ DAKAR/ MASSACHUSETTS/ MEXICO/ MEXICO CITY/ SENEGAL

UNDER THE DIRECTION OF PROFESSOR BRUNER, THE CENTER FOR COGNITIVE STUDIES AT HARVARD UNIVERSITY HAS CARRIED OUT A SERIES OF STUDIES ON THE DEVELOPMENT OF COGNITION. THERE HAVE BEEN OVER 30 EXPERIMENTS ON THE GROWTH OF PERCEPTION, PROBLEM-SOLVING, AND REASONING BETWEEN THE AGES OF 3 AND 10, IN PURSUIT OF A THEORY TO ACCOUNT FOR THE CHANGES IN INTELLECTUAL FORMATION THAT OCCUR IN THE GROWTH OF THE CHILD. EXPERIMENTS HAVE BEEN CARRIED OUT NOT ONLY WITH AMERICAN CHILDREN, BUT ALSO WITH BUSH CHILDREN IN SENEGAL AND THEIR URBAN COUSINS IN DAKAR, WITH MESTIZO CHILDREN IN RURAL MEXICO AND THEIR COUNTERPARTS IN MEXICO CITY, AND WITH VARYINGLY ACCOUNTABLE ESKIMO CHILDREN IN ALASKA. THE RESEARCH ON THE DEVELOPMENT OF PERCEPTION, THOUGHT, AND LANGUAGE HAS BEEN OF TWO PRINCIPAL KINDS. ONE KIND DEALS WITH THE MANNER IN WHICH CHILDREN LEARN TO MAKE INFERENCE, TO CARRY OUT SORTING TASKS, AND TO IMPOSE ORDER ON THE ENVIRONMENT. THE SECOND TYPE RELATES TO THE MANNER IN WHICH CHILDREN LEARN TO SEARCH THE VISUAL FIELD. COMPUTER ANALYSIS OF EYE MOVEMENTS IS USED IN THE LATTER TYPE OF STUDY. IN THIS REPORT 11 OF THESE STUDIES ARE DESCRIBED AND CONCLUSIONS ARE DISCUSSED. (JC)

104

ED010026 24
AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.
LONGABAUGH, RICHARD
CORNELL UNIV., ITHACA, N.Y.
CRP-S-016
19MAY66
119P.

/ *BEHAVIOR/ CHILDHOOD ATTITUDES/ *CULTURAL DIFFERENCES/ CULTURE/ *INTERPERSONAL RELATIONSHIP/ SOCIAL ATTITUDES/ *SOCIAL RELATIONS/ *SOCIOCULTURAL PATTERNS
/ ITHACA/ NEW YORK

SYSTEMATICALLY OBSERVED, RECORDED, AND CODED INTERPERSONAL BEHAVIORS OF CHILDREN, AGES 3 TO 11, WERE EXAMINED FOR THE EXISTENCE OF CROSS-CULTURALLY CONSISTENT RELATIONS BETWEEN THEIR BEHAVIORS. THE STUDY SAMPLE CONSISTED OF OVER 130 CHILDREN FROM DIVERSE CULTURES, AND WAS SELECTED FROM COMMUNITIES IN NEW ENGLAND, MEXICO, AFRICA, INDIA, OKINAWA, AND THE PHILIPPINES. TWELVE CATEGORIES OF ACTION, COLLECTED FROM BEHAVIORS OF THE CHILDREN AS THEY WERE OBSERVED IN NATURAL SETTINGS, WERE THE PRIMARY FOCUSES OF THE ANALYSIS. IT WAS SUGGESTED THAT THREE FACTORS SEEM TO PRODUCE THE AMOUNT AND KIND OF INTERPERSONAL BEHAVIOR OF A CHILD--(1) HIS ABILITY TO MEDIATE OUTCOMES FOR OTHERS, (2) HIS PREDISPOSITION TOWARD OTHERS, AND (3) THE CONSEQUENCES FOR SOCIAL EXCHANGE WHICH ARISE OUT OF THE INTERACTION OF THESE TWO PRINCIPAL FACTORS. THIS STRUCTURE WAS APPARENTLY COMPATIBLE WITH THEORY AND RESEARCH IN AT LEAST THREE SEPARATE AREAS OF RESEARCH--(1) CLINICAL PSYCHOLOGY, (2) SMALL GROUP RESEARCH, AND (3) MOTHER-CHILD INTERACTION. CORRELATION MATRICES FOR BEHAVIOR RATES BY SPECIFIC CULTURES WERE PROVIDED FOR EACH OF THE 12 CATEGORIES OF ACTION IN THE REPORT. (JH)

105

ED010095 24
INSIGHTS GAINED AS A RESULT OF A HIGH SCHOOL SOCIAL STUDIES COURSE.
LALOR, IDA B.
CHICAGO UNIV., ILL.
BR-5-8035; CRP-S-279
66
127P.

/ *ANTHROPOLOGY/ CULTURAL AWARENESS/ *HIGH SCHOOL STUDENTS/ *SELF CONCEPT/ *SOCIAL ATTITUDES/ *SOCIAL STUDIES/ SOCIAL VALUES/ TESTING/ WORLD AFFAIRS
/ CHICAGO

A STUDY ATTEMPTED TO DETERMINE WHETHER HIGH SCHOOL STUDENTS WHO HAVE GAINED KNOWLEDGE AND UNDERSTANDING OF CONCEPTS IN ANTHROPOLOGY WOULD--(1) ACHIEVE GREATER SELF-INSIGHT, (2) BECOME LESS ETHNOCENTRIC

IN THEIR ATTITUDES TOWARD OTHERS, AND (3) INCREASE THEIR ABILITY TO THINK CRITICALLY ABOUT SOCIAL PROBLEMS. A 1-YEAR EXPERIMENTAL COURSE ON WORLD CULTURES PRESENTED LEARNING EXPERIENCES USING INTELLECTUAL AND EMOTIONAL STIMULI FOR STUDENTS TO TAKE THE ROLES OR ATTITUDES OF OTHER ADOLESCENTS IN OTHER CULTURES. ONE EXPERIMENTAL AND TWO CONTROL GROUPS OF STUDENTS RECEIVED A BATTERY OF PRE- AND POST-EXPERIMENT TESTS. RESULTS SHOWED THAT THE EXPERIMENTAL GROUP GAINED IN ACHIEVING LESS ETHNOCENTRISM AND THAT OTHER HYPOTHESES WERE NOT PROVEN. OTHER IMPLICATIONS WERE DISCUSSED. (JM)

106

ED015491 72 CG000920
ACHIEVEMENT MOTIVE IN HIGH SCHOOL BOYS AND TRAINING FOR IT. PROJECT REPORT.
MEHTA, PRAYAG
NATIONAL INST. OF EDUCATION, NEW DELHI (INDIA).
NIE-HEW-PROJ-002
66
OEC-4-21-002
305P.

/ ACADEMIC PERFORMANCE/ *ACHIEVEMENT TESTS/ CORRELATION/ *EDUCATIONAL RESEARCH/ EXPERIMENTAL PROGRAMS/ LOW ACHIEVERS/ *MOTIVATION/ *PSYCHOLOGICAL TESTS/ RELIABILITY/ *SECONDARY SCHOOL STUDENTS/ SOCIOECONOMIC INFLUENCES/ SOCIOECONOMIC STATUS

/ ACHIEVEMENT MOTIVATION INVENTORY/ DELHI/ INDIA/ THEMATIC APPERCEPTION TEST

IN DELHI, INDIA, TWO STUDIES WERE MADE OF ACHIEVEMENT MOTIVATION (N ACH). IN THE FIRST STUDY, 1,000 IX CLASS BOYS IN SECONDARY SCHOOLS WERE GIVEN A THEMATIC APPERCEPTIVE MEASURE OF N ACH AND AN ACHIEVEMENT MOTIVATION INVENTORY. THE RESULTS AND LIMITATIONS OF THE STUDY ARE DISCUSSED, AND SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. THE SECOND STUDY TESTED THE EFFECT OF TWO MOTIVATION TRAINING PROGRAMS FOR TEACHERS ON N ACH, AND ACADEMIC ASPIRATION LEVELS IN PUPILS. AFTER THE TEACHER TRAINING PROGRAMS WERE COMPLETED, GROUPS OF BOYS COMPLETED A COURSE TO RAISE THEIR ASPIRATIONS, A COURSE TO RAISE THEIR N ACH, BOTH OF THESE, OR NEITHER. RESULTS INDICATED--(1) THE ASPIRATION BOOSTING PROGRAM ALONE DID NOT AFFECT N ACH, AND (2) THE BOYS HAVING BOTH COURSES SHOWED THE GREATEST CHANGE IN N ACH. LIMITATIONS TO THE STUDY ARE (1) VARYING AMOUNTS OF THE CURRICULUM WERE COVERED IN DIFFERENT SCHOOLS, (2) TEACHERS' TECHNIQUES VARIED IN EFFECTIVENESS. FUTURE STUDIES WILL SHOW IF THE IMPACT OF THE N ACH PROGRAM INCREASES WITH TIME, AND IF BOYS OF LOW SOCIOECONOMIC STATUS NOW VALUE EDUCATION MORE THAN BOYS OF MIDDLE AND HIGH SOCIOECONOMIC STATUS. (PR)

107

ED017003 72 CG001552
THE IDENTITY AND CULTURAL VALUES OF HIGH SCHOOL PUPILS IN ISRAEL.
HERMAN, S.N.; AND OTHERS

HEBREW UNIV., JERUSALEM (ISRAEL).
BR-5-1404
67
246P.

/ *CULTURAL INTERRELATIONSHIPS/ *ETHNIC GROUPS/ *HIGH SCHOOL STUDENTS/ JEWISH STEREOTYPES/ *JEWS/ PERSONAL VALUES/ QUESTIONNAIRES/ RESEARCH PROJECTS/ SOCIAL VALUES/ *STUDENT ATTITUDES
/ ISRAEL

THE USE OF ETHNIC LABELS AND THEIR MEANING TO HIGH SCHOOL STUDENTS IN ISRAEL WAS INVESTIGATED IN THREE STUDIES. THE FIRST, EMPLOYING SEMANTIC DIFFERENTIAL METHODOLOGY, EXAMINED STEOEOTYPES AT VARIOUS LEVELS OF ABSTRACTION. RESULTS SHOW THAT ISRAELI YOUTHS--(1) EXPERIENCE THEIR ISRAELI SUBIDENTITY AS MORE MEANINGFUL AND FAVORED THAN THEIR JEWISH SUBIDENTITY, (2) IDENTIFY WITH WESTERN-EUROPEAN CONCEPTS, (3) ALTHOUGH PREFERRING WESTERN CONCEPTS, DO NOT DISASSOCIATE THEMSELVES FROM THEIR ORIENTAL LINEAGE AND THEIR OWN COMMUNITY, AND (4) IF RELIGIOUS, IDENTIFY WITH JEWISH COMPONENTS, WHETHER WESTERN OR NOT. THE SECOND STUDY USED INTERVIEWS AND SHORT QUESTIONNAIRES TO INQUIRE INTO ATTITUDINAL IMPLICATIONS AND VALUE ASPECTS OF ETHNIC IDENTITY AMONG PUPILS IN ONE HIGH SCHOOL. IN RELATION TO IDENTITY--(1) PUPILS ARE ORIENTED TOWARD THE INTELLECTUAL GOALS OF THE SECONDARY SCHOOL, (2) TEACHERS AND PUPILS CORRESPOND CLOSELY IN MATTERS OF ETHNIC IDENTITY, (3) INFLUENCES SHAPING IDENTITY ARE THE HOME, TYPES OF SCHOOL MATERIAL, AND TEACHER ATTITUDES, AND (4) ISRAELI SUBIDENTITY IS STRONGER THAN THE JEWISH ONE. THE LAST PAPER, USING DETAILED AND STRUCTURED QUESTIONNAIRES, FOCUSES ON THE COMMUNAL ELEMENTS OF THE ISRAELI-JEWISH IDENTITY. MINORITY GROUP MEMBERS TE TO BE MORE STRONGLY PREOCCUPIED WITH ETHNIC PROBLEMS AND DISPLAY M SOLIDARITY, ALTHOUGH THEY FIND THEIR OWN GROUP LESS ATTRACTIVE. (PS)

108

ED017957 72 CG001796
A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS. VOL. I.
BENTWICH, J. ; AND OTHERS
HENRIETTA SZOLD INST., JERUSALEM (ISRAEL).; RUTH BRESSLER CENTER FOR RESEARCH IN EDUCATION, JERUSALEM (ISRAEL).
HSI-RR-NO-112
MAR67
OEC-4-21-011
22P.

/ *ACHIEVEMENT TESTS/ *HEBREW/ *TEST CONSTRUCTION/ TEST RELIABILITY/ TEST VALIDITY

THIS TEST BATTERY IS DESIGNED TO BE USED AS AN AID IN COUNSELING AND GUIDANCE FOR PUPILS IN THE NINTH AND TENTH GRADES OF ACADEMIC HIGH SCHOOLS IN ISRAEL. AS THE INTENT IS TO MEASURE THE PUPIL'S ABILITY TO DO CRITICAL THINKING IN BROAD AREAS, THE TEST BATTERY MEASURES GENERAL EDUCATIONAL DEVELOPMENT RATHER THAN SPECIFIC ACHIEVEMENT SKILLS IN THE

AREAS OF MATHEMATICS, SCIENCE, READING COMPREHENSION, SOCIAL STUDIES, AND ENGLISH LANGUAGE. THE STATISTICAL INFORMATION CONCERNING RELIABILITY, VALIDITY, INTERCORRELATIONS, AND NORMS ARE BASED ON A NATIONAL SAMPLE OF NINTH AND TENTH GRADERS IN ACCREDITED ACADEMIC HIGH SCHOOLS. INSTRUCTIONS FOR ADMINISTERING THE TESTS ARE ALSO GIVEN. THOUGH THE BATTERY IS TO BE USED IN COUNSELING, IT IS EMPHASIZED THAT IT IS NOT YET COMPLETE AND IS INADEQUATE IN ITS PRESENT FORM TO FUNCTION AS A BASIS FOR THE REMOVAL OF A PUPIL FROM AN ACADEMIC HIGH SCHOOL TO A NONACADEMIC ONE. THE NORMS ALSO NEED TO BE EXTENDED TO COVER VOCATIONAL SCHOOLS AND AGRICULTURE SCHOOLS. (CG)

109

ED017958 72 CG001797
A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS. VOL. II.
BENTWICH, J. ; AND OTHERS
HENRIETTA SZOLD INST., JERUSALEM (ISRAEL).; RUTH BRESSLER CENTER FOR RESEARCH IN EDUCATION, JERUSALEM (ISRAEL).
HSI-RR-NO-112
MAR67
OEC-4-21-011
39P.

/ *ACHIEVEMENT TESTS/ *APTITUDE TESTS/ GRADE 9/ GRADE 10/ *HEBREW/ *TEST CONSTRUCTION/ TEST RELIABILITY/ TEST VALIDITY

THIS BATTERY OF TESTS WAS DEVELOPED TO MEASURE THE GENERAL EDUCATIONAL DEVELOPMENT OF STUDENTS IN SECONDARY SCHOOLS IN ISRAEL. BY DEVELOPING AN INSTRUMENT THAT MEASURED GENERALIZED SKILLS AND ABILITY TO USE INFORMATION RATHER THAN A STRICT ACHIEVEMENT TEST, IT WAS HOPED THAT THE INSTRUMENT COULD BE USED FOR BOTH GUIDANCE PURPOSES AND THE IMPROVEMENT OF EVALUATION METHODS. THE BATTERY CONSISTS OF SIX TESTS-(1) MATHEMATICS, (2) SCIENCE, (3) READING COMPREHENSION-LITERATURE, (4) READING COMPREHENSION-SOCIAL STUDIES, (5) SOCIAL STUDIES-GENERAL INFORMATION, AND (6) ENGLISH LANGUAGE. RELIABILITY DATA INCLUDED INTERCORRELATIONS OF THE SUBTEST AND CORRELATIONS OF THE SUBTEST WITH THE TOTAL TEST SCORE. THE RELIABILITY OF THE TOTAL SCORE EXCEEDED .90 AND MET ACCEPTABLE STANDARDS. CONTEST VALIDITY WAS ESTABLISHED BY THE JUDGMENT OF TEACHERS, SCHOOLS SUPERVISORS, AND EXPERTS ON THE SUBJECT MATTER, WHILE CORRELATIONS BETWEEN TEST SCORE AND GRADE-POINT AVERAGE WERE USED TO DETERMINE CONCURRENT VALIDITY. HOWEVER, VALIDITY WITH RESPECT TO PREDICTION OF ACADEMIC ACHIEVEMENT, SUCCESS IN SCHOOL, AND EFFECTIVENESS OF THE TESTS FOR TREATMENT AND PLACEMENT PURPOSES STILL REQUIRES A FOLLOW-UP STUDY. THE NORMS WERE BASED ON A SAMPLE OF CLASSES, GRADES NINE AND 10, IN ACCREDITED ACADEMIC HIGH SCHOOLS. A MORE DETAILED DISCUSSION OF THE TESTS IS GIVEN IN HEBREW. (CG)

110

ED019709 24 CG001919
VALUES HELD FOR PHYSICAL ACTIVITY BY SELECTED URBAN SECONDARY SCHOOL STUDENTS IN CANADA, AUSTRALIA, ENGLAND AND THE UNITED STATES.
KENYON, GERALD S.
WISCONSIN UNIV., MADISON.
BR-5-8400 ; CRP-S-376
FEB68
OEC-6-10-179
249P.

/ ATHLETIC ACTIVITIES/ *COMPARATIVE ANALYSIS/ INDIVIDUAL CHARACTERISTICS/ *PHYSICAL ACTIVITIES/ SEX DIFFERENCES/ *STUDENT ATTITUDES/ *URBAN YOUTH

THIS PROJECT SOUGHT TO DETERMINE--(1) THE ATTITUDES TOWARD, AND THE NATURE AND DEGREE OF INVOLVEMENT IN, PHYSICAL ACTIVITY OF URBAN SECONDARY SCHOOL STUDENTS AS A FUNCTION OF COUNTRY, SEX, AND LEVEL OF EDUCATIONAL ATTAINMENT, AND (2) THE SIGNIFICANCE OF CERTAIN BEHAVIORAL, DISPOSITIONAL, AND SITUATIONAL VARIABLES IN EXPLAINING ATTITUDES TOWARD, AND INVOLVEMENT IN, PHYSICAL ACTIVITY. ABOUT 4,000 STUDENTS FROM CANADA, AUSTRALIA, ENGLAND, AND THE UNITED STATES WERE ADMINISTERED THREE INVENTORIES AND CERTAIN DISPOSITIONAL AND SITUATIONAL MEASURES. THE DATA WERE SUBJECTED TO A NUMBER OF ANALYSES AND LEAD TO THE FOLLOWING CONCLUSIONS--(1) ATTITUDE TOWARD PHYSICAL ACTIVITY IS A FUNCTION OF THE PERCEIVED INSTRUMENTAL VALUE ASSOCIATED WITH THE ACTIVITY TOWARD WHICH THE ATTITUDE IS EXPRESSED, AND IS A FUNCTION OF OTHER ACQUIRED BEHAVIORAL DISPOSITIONS, (2) THE RELATIVE POSITIONS OF EACH OF THE SEVEN DIMENSIONS OF ATTITUDE ARE CONSISTENT ACROSS THE FOUR COUNTRIES, AND (3) OLDER STUDENTS ARE MORE DISPOSED TOWARD PHYSICAL ACTIVITY AS AN ASCETIC EXPERIENCE AND AS CATHARSIS THAN ARE THE YOUNGER ONES. (AUTHOR/RD)

111

ED020550 24 CG002335
CULTURAL AND SOCIOLOGICAL FACTORS RELATING TO LEARNING DEVELOPMENT. FINAL REPORT.
MACCOBY, MICHAEL; MODIANO, NANCY
NEW YORK UNIV., N.Y. SCHOOL OF EDUCATION.
BR-6-8636
31AUG67
OEG-1-7-068636-0191
118P.

/ *COGNITIVE DEVELOPMENT/ FAMILY RELATIONSHIP/ MINORITY GROUP CHILDREN/ *PERSONALITY DEVELOPMENT/ *SOCIOCULTURAL PATTERNS/ *SOCIOECONOMIC INFLUENCES

THE PRIMARY PURPOSE OF THIS STUDY WAS TO COMPARE CULTURAL AND CHARACTER VARIABLES AND RELATE THEM TO THE COGNITIVE DEVELOPMENT OF

MEXICAN PEASANT CHILDREN. THE CULTURAL VARIABLES STUDIED INCLUDE ECONOMIC LEVELS, MORAL AND AFFECTIVE JUDGMENTS, AND THE RELATIONSHIPS BETWEEN PARENTS AND CHILDREN. MODES OF ASSIMILATION, SOCIAL RELATIONS, FIXATIONS, AGGRESSIVENESS, HOSTILITIES, FEARS, ASPIRATIONS, FANTASIES, AND PRODUCTIVITY WERE THE CHARACTER VARIABLES. THE COGNITIVE VARIABLES INCLUDE GENERAL LEVEL OF INTELLECTUAL FUNCTIONING, EQUIVALENCE AND DIFFERENCE JUDGMENTS, MORAL REASONING, AND ATTRIBUTIONS OF LIFE AND CAUSALITY. IT WAS CONCLUDED THAT VILLAGE CHILDREN DID TEND TO DEVELOP THOSE INTELLECTUAL SKILLS MOST FUNCTIONAL FOR THEIR SOCIETY. ADDITIONAL CONCLUSIONS AND IMPLICATIONS ARE GIVEN. (CG)

12

ED027153 24 RE001518
CONTENT ANALYSIS AND CHILDREN'S RESPONSES TO FIRST-GRADE READERS IN THE UNITED STATES AND FOREIGN COUNTRIES. FINAL REPORT.
BLOM, GASTON E.; AND OTHERS
COLORADO UNIV., DENVER. MEDICAL CENTER.
RMQ66004
BR-5-0556
15 OCT 68
OEC-6-10-123
86P.

/ *FOREIGN COUNTRIES/ GRADE 1/ PERSONALITY DEVELOPMENT/ READING MATERIAL SELECTION/ *READING RESEARCH/ SOCIOCULTURAL PATTERNS/ *TEXTBOOK EVALUATION

MOTIVATIONAL ASPECTS OF THE CONTENT OF FIRST-GRADE READING TEXTBOOKS USED IN THE UNITED STATES AND IN SEVERAL FOREIGN COUNTRIES, AS WELL AS TEXTBOOKS FORMERLY USED IN THE UNITED STATES, WERE EXPLORED, USING BOTH SOCIOCULTURAL AND PERSONALITY DEVELOPMENT DIMENSIONS IN THE ANALYSES. EXPLORATION OF THE NATURE OF READING TEXTBOOK CONTENT AND ITS INFLUENCE ON READING ACQUISITION AND ON CULTURAL TRANSMISSION WAS ACCOMPLISHED. AMONG THE FINDINGS WERE INDICATIONS OF A LESSER DEGREE OF MASCULINE-ORIENTED BEHAVIOR THAN OF FEMININE-ORIENTED BEHAVIOR IN BASAL READERS, A CLOSE APPROXIMATION OF TYPICAL BASAL TEXT SUBURBAN CHARACTERISTICS IN MULTIETHNIC SERIES, AND A CONSIDERABLE VARIOUS BETWEEN SUBJECT MATTER OF BOOKS CHOSEN BY CHILDREN IN LIBRARIES AND THAT OF READING MATERIALS USED IN SCHOOLS. STORIES TOLD BY FIRST GRADERS FROM VARIOUS SOCIOECONOMIC AND CULTURAL SETTINGS WERE COLLECTED FOR THEME ANALYSIS, AND CROSS-NATIONAL STUDIES OF FIRST-GRADE READING TEXTBOOKS FROM FOUR COUNTRIES WERE CONDUCTED. PRACTICAL APPLICATIONS OF RESEARCH RESULTS INCLUDED A TEACHERS' SELECTION GUIDE FOR CHOOSING MATERIAL FOR CHILDREN. AN EXTENSIVE BIBLIOGRAPHY OF SUPPLEMENTARY MATERIALS RELATED TO THE INVESTIGATION AND APPENDIXES OF CODING MANUALS, ATTITUDE SETS, AND PUBLISHED AND UNPUBLISHED ARTICLES ARE INCLUDED. (AUTHOR/MKD)

113

ED029271 24 AL001274
CROSS-CULTURAL DIFFERENCES IN THE ROLE OF LANGUAGE; AN EXPLORATION OF ETHNOGRAPHIC LITERATURE. FINAL REPORT.
HYMES, DELL H.
PENNSYLVANIA UNIV., PHILADELPHIA.
RMQ66004
BR-6-8784
JAN 68
OEC-1-7-068784-0288
597P.
DEPARTMENT OF ANTHROPOLOGY, UNIVERSITY OF PENNSYLVANIA, 33RD AND SPRUCE STREETS, PHILADELPHIA, PENNSYLVANIA 19104.

/ AFRICAN CULTURE/ ANTHROPOLOGY/ *CHILD LANGUAGE/ COMPARATIVE ANALYSIS/ *CROSS CULTURAL STUDIES/ CULTURAL DIFFERENCES/ CULTURAL TRAITS/ *ETHNOLOGY/ FIELD STUDIES/ *LANGUAGE ROLE/ LINGUISTIC COMPETENCE/ LINGUISTIC PERFORMANCE/ SOCIAL CHARACTERISTICS/ *SOCIOLINGUISTICS
/ ABIPON/ ASHANTI

THIS REPORT DESCRIBES THE STEPS BY WHICH ETHNOGRAPHIC LITERATURE WAS EXPLORED FOR CROSS-CULTURAL DIFFERENCES IN THE ROLE OF LANGUAGE WITH PARTICULAR REFERENCE TO ITS ACQUISITION AND USE BY CHILDREN. THE EXPLORATION IS PUT IN THE CONTEXT OF ONGOING WORK IN THE DEVELOPMENT OF A SYSTEMATIC GUIDE TO FIELD STUDIES OF THIS SORT. A PRINCIPAL EFFORT OF THE RESEARCH WAS TO DEVELOP AN ORGANIZED SET OF ETHNOGRAPHIC QUERIES FOR THIS PURPOSE. ITS USE IS ILLUSTRATED WITH REGARD TO AN ANALYSIS OF DATA FROM THE ASHANTI OF NIGERIA. EXPLICIT FORMAL ANALYSIS OF RULES EMPLOYED IN SPEAKING AND ACQUIRED BY CHILDREN IS A MAJOR PROBLEM. ONE APPROACH IS EXEMPLIFIED IN ANALYSIS OF DATA FROM THE ABIPON OF ARGENTINA. THE CONCEPTS OF "COMPETENCE" AND "PERFORMANCE," AS CURRENTLY USED IN LINGUISTIC THEORY, ARE CRITICALLY ANALYZED. SOME OF THE PROBLEMS IN CHARACTERIZING SOCIETIES AS TO THE ROLE OF LANGUAGE ARE INDICATED. THIS DOCUMENT CONSISTS OF A 16-PAGE INTRODUCTORY SECTION (PREFACE, SUMMARY, INTRODUCTION, METHODS, FINDINGS AND RESULTS, CONCLUSION AND RECOMMENDATIONS, REFERENCES) AND SEVEN APPENDED REPORTS: (A) "SOCIETIES FOR WHICH DATA WERE OBTAINED"; (B) AND (C) "AN ETHNOLOGY OF COMMUNICATION AMONG THE ASHANTI"; (D) "THE ABIPONES--ETHNOGRAPHY OF SPEAKING"; (E) "LINGUISTIC ASPECTS OF COMPARATIVE POLITICAL RESEARCH"; (F) "LINGUISTIC ASPECTS OF THE CONCEPT OF 'TRIBE'"; AND (G) "ON COMMUNICATIVE COMPETENCE." (AUTHOR/JD)

114

ED030581 24 SP002088
INFLUENCING THE YOUTH CULTURE; A STUDY OF YOUTH ORGANIZATIONS IN ISRAEL. FINAL REPORT.
EATON, JOSEPH W.; CHEN, MICHAEL
PITTSBURGH UNIV., PA. GRADUATE SCHOOL OF SOCIAL WORK.; SZOLD INST. OF BEHAVIORAL SCIENCES, JERUSALEM (ISRAEL).
RMQ66004
BR-5-0375
1 FEB 69
OEC-4-10-010
396P.
SAGE PUBLICATIONS, INC., 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS, CALIFORNIA 90212

/ *ACCULTURATION/ ATTITUDES/ DEVELOPING NATIONS/ DISADVANTAGED YOUTH / HISTORY/ IMMIGRANTS/ INDIVIDUAL DEVELOPMENT/ LEADERSHIP/ NATIONALISM / *NATIONAL ORGANIZATIONS/ *NATIONAL SURVEYS/ PARTICIPANT INVOLVEMENT/ POLITICAL INFLUENCES/ PROGRAM PLANNING/ RECRUITMENT/ SOCIAL INFLUENCES / SOCIALIZATION/ SOCIAL STATUS/ VALUES/ *YOUTH/ YOUTH LEADERS/ YOUTH OPPORTUNITIES/ *YOUTH PROGRAMS
/ GADNA YOUTH CORPS/ ISRAEL

A CASE STUDY WAS MADE OF COMPREHENSIVE EFFORTS TO GET YOUNG PEOPLE TO IDENTIFY WITH THE CORE IDEALS OF THE PARENTAL GENERATION THROUGH YOUTH ORGANIZATIONS IN ISRAEL, WHERE OVER 90% OF THE ADOLESCENTS REPORT AN ACTIVE INVOLVEMENT IN ONE OR MORE OF THREE NATIONWIDE PROGRAMS: YOUTH MOVEMENTS, SPONSORED BY POLITICAL PARTIES AND THE SCOUTS; THE "GADNA" YOUTH CORPS, SPONSORED JOINTLY BY THE SCHOOLS AND THE MINISTRY OF DEFENSE--A SORT OF HIGH SCHOOL R.O.T.C. WITH PREMILITARY AS WELL AS NATIONAL SERVICE GOALS; AND BEYOND-SCHOOL PROGRAMS PROVIDING GROUP WORK, SKILL TRAINING, EDUCATION, AND RECREATIONAL SERVICES IN COMMUNITY CENTERS AND IN SCHOOL BUILDINGS AFTER HOURS. LARGE SAMPLES OF YOUTHS AND YOUTH LEADERS WERE INTERVIEWED. AMONG THE VARIABLES STUDIES WERE RECRUITMENT, PROGRAMMING, RESIGNATION, LEADERSHIP, AND ATTITUDES TOWARD NATIONAL SERVICE. SPECIAL ATTENTION WAS GIVEN TO EFFORTS TO REACH THE POOR AND IMMIGRANTS. IT WAS FOUND THAT THE OVERWHELMING MOOD OF ISRAELI YOUTH IS NOT ALIENATION BUT IDENTIFICATION WITH THEIR COUNTRY'S PAST, ITS COMPLEX PRESENT, AND ITS NEED FOR DEVELOPMENT. THE ORGANIZATIONS DESIGNED TO REINFORCE THESE ATTITUDES RELY MORE ON COOPERATION THAN ON ADULT DIRECTION. THEIR PEER-GROUP ORIENTED PROGRAMS, EMPHASIZING INDIVIDUAL SELF-DEVELOPMENT AND NATIONAL SERVICE, PROVIDE ADOLESCENTS WITH OPPORTUNITIES TO ACQUIRE STATUS. (INCLUDED ARE HISTORICAL DETAILS AND DISCUSSION OF THE IMPLICATIONS FOR NATION BUILDING AND FOR YOUTH CULTURE MANAGEMENT.) (AUTHOR/JS)

115

ED032329 24 TE499923
IMPACT OF THE STUDY OF COMMUNISM ON STUDENT ATTITUDES TOWARD DEMOCRATIC VALUES. FINAL REPORT.
ALLEN, B. J., JR.
FLORIDA STATE UNIV., TALLAHASSEE.
RMQ66004
BR-7-D-025
3 OCT 68
OEG-4-8-070025-0009-057
101P.
ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SO. SIXTH ST., CHAMPAIGN, ILL. 61820 (ON LOAN ONLY)

/ ATTITUDE TESTS/ *COMMUNISM/ DEMOCRACY/ *DEMOCRATIC VALUES/ EDUCATIONAL BACKGROUND/ PARENTAL BACKGROUND/ POLITICAL ATTITUDES/ *POLITICAL INFLUENCES/ POLITICAL SCIENCE/ SOCIAL SCIENCES/ *SOCIAL STUDIES/ *STUDENT ATTITUDES/ STUDENT EVALUATION/ STUDENT REACTION/ TEACHER BACKGROUND/ TEACHER INFLUENCE/ TESTING
/ *ALLEN SCALE OF BELIEFS
THIS RESEARCH WAS CONDUCTED TO DETERMINE WHETHER 6 WEEKS DEVOTED TO THE STUDY OF COMMUNISM WOULD DEVELOP GREATER COMMITMENTS TO DEMOCRATIC VALUES AMONG SECONDARY SCHOOL STUDENTS. ALSO STUDIED WERE THE EFFECTS OF TEACHER BACKGROUND, FATHERS' EDUCATION LEVELS, STUDENTS' POLITICAL PREFERENCES, AND THE TIME, EXTENT AND PATTERN OF INSTRUCTION ON THE CHANGE IN STUDENTS' ATTITUDES TOWARD DEMOCRATIC VALUES. TO MEASURE ANY CHANGE IN THOUGHT, THE ALLEN SCALE OF BELIEFS WAS ADMINISTERED BEFORE AND AFTER THE INSTRUCTION PERIOD TO 1612 STUDENTS FROM FOUR FLORIDA COUNTIES. FINDINGS REVEALED THAT GAINS IN POSITIVE ATTITUDES TOWARD DEMOCRACY (1) WERE GENERALLY OFFSET FOR MOST STUDENTS BY THE NEGATIVE EFFECTS PRODUCED, (2) WERE HIGHER FOR STUDENTS WHOSE FATHERS WERE COLLEGE EDUCATED THAN FOR STUDENTS WHOSE FATHERS HAD LESS EDUCATION, (3) WERE NEGATIVE FOR STUDENTS EXPRESSING AN "OTHER" POLITICAL PREFERENCE, (4) WERE HIGHER AMONG STUDENTS RECEIVING INSTRUCTION FROM TEACHERS WITH AVERAGE BACKGROUNDS THAN FROM THOSE WITH ABOVE AVERAGE OR SUPERIOR BACKGROUNDS, AND (5) WERE LITTLE AFFECTED BY CLASS SIZE OR ORGANIZATION. (THE ALLEN SCALE OF BELIEFS AND STATISTICAL RESULTS ARE APPENDED.) (AUTHOR/JM)

116

ED034320 24 EA002688
A CROSS NATIONAL STUDY OF THE RELATIVE INFLUENCE OF SCHOOL EDUCATION: A CAUSAL ANALYSIS.
LANGTON, KENNETH P.; KARNS, DAVID A.
MICHIGAN UNIV., ANN ARBOR.
RMQ66004
BR-8-E-069
JUN 69

OEG-0-8-080069-3726
81P.

/ CROSS CULTURAL STUDIES/ *ECONOMIC DEVELOPMENT/ FAMILY ENVIRONMENT/ *FAMILY INFLUENCE/ PARTICIPATION/ *POLITICAL SOCIALIZATION/ *SCHOOL ROLE/ SECONDARY EDUCATION/ SOCIAL DEVELOPMENT/ *SOCIOECONOMIC INFLUENCES/ STATISTICAL STUDIES

THIS STUDY EXAMINES, WITHIN A SINGLE MODEL, THE RELATIVE INFLUENCE OF FAMILY, SCHOOL, AND WORK GROUP PARTICIPATION UPON DIFFERENT LEVELS OF POLITICAL EFFICACY AND PARTICIPATION WITHIN A DEVELOPMENTAL CONTEXT. THE STUDY IS A PRELIMINARY ANALYSIS BECAUSE ONLY DATA FOR THE U.S.A., GREAT BRITAIN, GERMANY, ITALY, AND MEXICO WERE OBTAINABLE. GUTTMEN-TYPE SCALES WERE GENERATED FOR NONPOLITICAL FORMS OF PARTICIPATION IN FAMILY, SCHOOL, AND WORK GROUP AS WELL AS FOR POLITICAL EFFICACY AND PARTICIPATION. SIGNIFICANT NONLINEARITY OF THE RELATIONSHIPS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES SUGGESTED THE USE OF THE "DEPENDENCY ANALYSIS" FORM OF CAUSAL MODELING IN PLACE OF PATH COEFFICIENT ANALYSIS. DISCUSSION OF THE MANY FINDINGS IS EXTENSIVE. (DE)

117

ED036880 72 CG005199
PHYSIOLOGICAL MATURATION AND THE DEVELOPMENT OF FORMAL THOUGHT AT ADOLESCENCE. FINAL REPORT.
KOHEN-RAZ, REUVEN
HEBREW UNIV., JERUSALEM (ISRAEL).
RMQ66004
BR-7-1309
OCT 69
OEG-1-7-071309-4566
218P.

/ *ADOLESCENCE/ EDUCATIONAL BACKGROUND/ ELEMENTARY SCHOOL STUDENTS/ *FOLLOWUP STUDIES/ LOGIC/ LONGITUDINAL STUDIES/ *MENTAL DEVELOPMENT/ PARENTS/ *PHYSIOLOGY/ *SOCIOECONOMIC STATUS/ THOUGHT PROCESSES

THE MENTAL AND PHYSICAL DEVELOPMENT OF 994 ELEMENTARY SCHOOL CHILDREN, RECRUITED FROM POPULATIONS OF HIGH, MEDIUM AND LOW SOCIO-ECONOMIC AND EDUCATIONAL LEVEL IN ISRAEL WAS FOLLOWED UP FOR TWO (AND IN PART FOR THREE) YEARS. THE PUPILS WERE GIVEN MENTAL TESTS TO MEASURE THE ABILITY TO UNDERSTAND THE STRUCTURE AND DIRECTION OF SECOND ORDER RELATIONSHIPS AND TO REASON A PRIORI, EVEN IF THE CORRECT LOGICAL DEDUCTION IS DISSONANT WITH EXPERIENCE. PHYSICAL GROWTH WAS ALSO ASSESSED. ELABORATION OF PARAMETRIC CORRELATIONS INDICATED THAT SUBSTANTIAL RELATIONS BETWEEN PHYSICAL AND MENTAL GROWTH SHOW UP WHEN SEASON OF BIRTH IS CONTROLLED BY DICHOTOMIZING THE SAMPLE INTO WINTER AND SUMMER BORN SUBJECTS. APPLYING A NONPARAMETRIC DATA ANALYSIS, BASED ON PAIRS MATCHED CLOSELY FOR CHRONOLOGICAL AGE AND PARENTAL EDUCATION, AND USING LONGITUDINALLY ASSESSED CRITERIA OF PHYSIOLOGICAL MATURATION AS INDEPENDENT VARIABLES, SIGNIFICANT RELATIONSHIP BETWEEN PHYSIOLOGICAL MATURATION AND MENTAL GROWTH WERE DETECTED AT ALL THREE

SOCIO-ECONOMIC AND EDUCATIONAL LEVELS. THE FINDINGS INDICATE THAT PRE-ADOLESCENCE AND EARLY PUBERTY ARE CRITICAL PERIODS OF MATURATIONALLY DETERMINED ACCELERATION IN MENTAL DEVELOPMENT, DURING WHICH CONSPICUOUS PROGRESS IS MADE IN THE ABILITY OF FORMAL REASONING. (AUTHOR/SK)

118

ED045511 SO000397
RESEARCH IN THE DEVELOPMENT OF INTERNATIONAL ORIENTATIONS DURING CHILDHOOD AND ADOLESCENCE.
TORNEY, JUDITH V.
AMERICAN POLITICAL SCIENCE ASSOCIATION, WASHINGTON, D.C.
6 SEP 69
23P.; PAPER PRESENTED AT THE ANNUAL MEETING, AMERICAN POLITICAL SCIENCE ASSOCIATION, NEW YORK, NEW YORK, SEPTEMBER 2-6, 1969

/ BIAS/ *CHILDHOOD ATTITUDES/ COGNITIVE PROCESSES/ CULTURAL PLURALISM/ DISCRIMINATORY ATTITUDES (SOCIAL)/ ELEMENTARY SCHOOL STUDENTS/ *INTERNATIONAL EDUCATION/ LANGUAGE ROLE/ *POLITICAL ATTITUDES/ *POLITICAL SOCIALIZATION/ RESEARCH PROJECTS/ *SOCIAL ATTITUDES

THE REPORT GIVES THE RESULTS OF A PILOT STUDY ON THE ATTITUDES OF CHILDREN CONCERNING INTERNATIONAL TOPICS. BY USE OF A TIGHTLY STRUCTURED QUESTIONNAIRE PRESENTED ORALLY TO CHILDREN IN GRADES 1 THROUGH 7, THE AUTHOR ATTEMPTED TO ARRIVE AT TENTATIVE FINDINGS CONCERNING HOW ATTITUDES TOWARD OTHER PEOPLES AND NATIONS ARE FORMED AND WHAT ROLE LANGUAGE PLAYS IN THIS FORMATION. THE RESULTS WERE: 1) THE GROUP MEMBERSHIP OF THE CHILD INFLUENCES THE ATTITUDES HELD; 2) A RELATIONSHIP BETWEEN THE INTERNATIONAL ATTITUDES AND THE COGNITIVE PROCESS; 3) NATIVE LANGUAGE HAS AN INFLUENCE ON THE FORMATION OF ATTITUDES TOWARD OTHER PEOPLES AND NATIONS; AND, 4) ATTITUDES ALREADY HELD TOWARD SUBJECTS OF INTEREST TO THE CHILDREN INFLUENCE THE FORMATION OF INTERNATIONAL ATTITUDES. RECOMMENDATIONS FOR FURTHER STUDY ARE INCLUDED ALONG WITH A REVIEW OF THE LITERATURE, AND A SAMPLE QUESTIONNAIRE. (CWB)

119

ED052094 SO001415 71
WORLDMINDEDNESS; THE WORLD: CONTEXT FOR TEACHING IN THE ELEMENTARY SCHOOL.
KING, EDITH W.
DENVER UNIV., COLO.
BBB01499
238P.
WM. C. BROWN COMPANY PUBLISHERS, 135 SOUTH LOCUST STREET, DUBUQUE, IOWA 52001 ($3.95)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ AFFECTIVE OBJECTIVES/ COMMUNITY STUDY/ CONCEPT TEACHING/ *CROSS

CULTURAL STUDIES/ CULTURAL AWARENESS/ *CURRICULUM DEVELOPMENT/ ELEMENTARY GRADES/ ETHNIC STUDIES/ *HUMANISM/ HUMANITIES INSTRUCTION/ INSTRUCTIONAL MATERIALS/ INTEGRATED CURRICULUM/ *INTERDISCIPLINARY APPROACH/ INTERNATIONAL EDUCATION/ LEARNING ACTIVITIES/ *SOCIAL STUDIES/ SOCIAL VALUES/ TEACHER EDUCATION/ TEACHING TECHNIQUES/ URBANIZATION

/ UNIVERSALISM/ *VALUES EDUCATION

THIS BOOK IS DESIGNED TO ENHANCE A TEACHER'S AWARENESS OF THE POSSIBILITIES THAT EXIST FOR TEACHING A BROADER AND MORE WORLDLY ELEMENTARY CURRICULUM. IT IS INTENDED FOR USE IN PRE-SERVICE TRAINING, ESPECIALLY SOCIAL SCIENCE METHODOLOGY COURSES AND IN-SERVICE WORKSHOPS, AS WELL AS FOR THE PROFESSIONAL GROWTH OF EXPERIENCED PERSONNEL. TWO BASIC POSITIONS ARE POSTULATED: 1) THAT A HUMANISTIC FRAMEWORK IS NECESSARY FOR THE SOCIAL SCIENCES; AND, 2) THAT SOCIAL SCIENCES AND THE ARTS SHOULD BE INTEGRATED. THE TEXT PRESENTS PROGRAMS, TECHNIQUES, MODELS, DESIGNS, AND PROJECTS FOR INCORPORATING "WORLDMINDEDNESS" INTO THE SOCIAL SCIENCES, AND THE LANGUAGE ARTS, MUSIC, ART, AND LITERATURE INTO THE ELEMENTARY SCHOOL CURRICULUM. MANY OF THESE LEARNING ACTIVITIES ARE AN OUTGROWTH OF WORLDMINDEDNESS INSTITUTES HELD AT THE UNIVERSITY OF DENVER. IN ADDITION, THE EFFECTS OF AN URBANIZED WORLD ARE EXAMINED AND WAYS IN WHICH THE SCHOOL COMMUNITY CAN BE UTILIZED TO DEVELOP A SENSE OF WORLD-WIDE COMMUNITY AMONG CHILDREN, PARENTS, AND TEACHERS ARE SUGGESTED. THE VOLUME CLOSES WITH A DISCUSSION OF TEACHER PREPARATION AND TRAINING IN WORLD DIMENSIONS. AN EXTENSIVE BIBLIOGRAPHY LISTS PERTINENT READINGS, BOOKS, PAMPHLETS, ARTICLES OR MONOGRAPHS TO COINCIDE WITH TOPICS AND MATERIAL DISCUSSED IN EACH CHAPTER. APPENDICES INCLUDE: 1) MATERIALS OF THE SOCIAL SCIENCE EDUCATION CONSORTIUM; 2) MATCH UNITS; 3) PERIODICALS OF SPECIAL INTEREST IN INTERPRETING NEGRO LIFE IN AMERICA. (AUTHOR/JSB)

120

EP010145 08

WORK-MOTIVATION AND PROBLEM-SOLVING STYLE, A CROSS-NATIONAL STUDY OF ACHIEVEMENT IN SCHOOL CHILDREN.

PECK, ROBERT

TEXAS UNIV., AUSTIN. COLL. OF EDUCATION.

BR-5-0122

BASIC STUDIES BRANCH, DCVR

TEXAS CONGRESSIONAL DISTRICT NUMBER 10

OEC-5-85-063

/ BEHAVIOR PATTERNS/ COMPARATIVE ANALYSIS/ CULTURALLY DISADVANTAGED/ *ETHNIC GROUPS/ *LOW INCOME/ MIDDLE CLASS/ *PROBLEM SOLVING/ SOCIOECONOMIC STATUS/ *VOCATIONAL EDUCATION/ *VOCATIONAL INTERESTS

/ AUSTIN/ BRAZIL/ ENGLAND/ GERMANY/ ITALY/ JAPAN/ MEXICO/ TEXAS/ UNITED STATES/ YUGOSLAVIA

START DATE 1 JUN 65;END DATE 28 FEB 71

THIS STUDY WILL IDENTIFY AND DEVELOP WAYS OF MEASURING METHODS OF COPING WITH WORK-RELATED PROBLEMS AMONG CHILDREN AND YOUTH IN SEVERAL

SUBCULTURES IN THE UNITED STATES AND IN SOME CONSTRASTING COUNTRIES. THE ULTIMATE AIM IS TO INCREASE KNOWLEDGE OF THE COPING SKILLS NEEDED TO ACHIEVE ACADEMIC AND VOCATIONAL COMPETENCE SO THAT FUTURE POLICIES AND PRACTICES IN VOCATIONAL EDUCATION CAN BE WISELY DESIGNED. THE THREE-STAGE INVESTIGATION WILL STUDY (1) THE VOCATIONAL GOALS AND THE PROBLEM-SOLVING BEHAVIOR OF CHILDREN WHO ARE COMPETENT AND THOSE WHO ARE NOT, (2) OCCUPATIONAL VALUES AND THE COPING STYLES PREFERRED BY THE CHILDREN'S TEACHERS AND BY ADULTS REPRESENTING APPROPRIATE OCCUPATIONS, AND (3) THE DEVELOPMENT AND CROSS-VALIDATION OF AN ASSESSMENT BATTERY FOR MEASURING PROBLEM-SOLVING SKILLS. OUTCOMES WILL INCLUDE REPORTS ON THE PLACE OF WORK AND THE COPING STYLES NEEDED TO ACHIEVE OCCUPATIONAL SUCCESS IN THE LATIN-AMERICAN, NEGRO, AND ANGLO-AMERICAN SUBCULTURES IN THE UNITED STATES, BRAZIL, ENGLAND, GERMANY, ITALY, JAPAN, YUGOSLAVIA, AND MEXICO. (GC)

Other

121

ED023693 24 TE499975
IMAGES OF AFRICA: A REPORT ON WHAT AMERICAN SECONDARY SCHOOL STUDENTS KNOW AND BELIEVE ABOUT AFRICA SOUTH OF THE SAHARA.
BEYER, BARRY K.; HICKS, E. PERRY
CARNEGIE-MELLON UNIV., PITTSBURGH, PA.
RMQ66004
BR-7-0724
68
OEC-3-7-070724-2970
40P.

/ *AFRICAN CULTURE/ AREA STUDIES/ DEVELOPING NATIONS/ *GEOGRAPHIC REGIONS/ *GEOGRAPHY INSTRUCTION/ INSTRUCTIONAL MATERIALS/ NEGRO CULTURE/ NEGRO HISTORY/ NON WESTERN CIVILIZATION/ PROGRAM EVALUATION/ *SOCIAL STUDIES/ *STUDENT EVALUATION/ STUDENT TESTING/ WORLD AFFAIRS/ WORLD GEOGRAPHY/ WORLD HISTORY
/ *AFRICA/ PROJECT AFRICA
"PROJECT AFRICA" SURVEYED SELECTED SEVENTH- AND 12TH-GRADE STUDENTS IN 24 STATES TO DETERMINE (1) THE SPECIFIC NATURE OF THEIR IMAGES OF AFRICA SOUTH OF THE SAHARA, BOTH BEFORE AND AFTER ANY FORMAL STUDY OF THIS REGION, AND (2) THE TYPES AND ACCURACY OF THE STUDENTS' KNOWLEDGE ABOUT THE REGION AND ITS PEOPLES. IN ONE SURVEY, STUDENTS WERE ASKED TO MATCH STIMULUS WORDS WITH REGIONS OF THE WORLD. IN A SECOND SURVEY, A MULTIPLE CHOICE TEST CONSISTING OF QUESTIONS EXCLUSIVELY ON AFRICA WAS USED. THE RESULTS OF THESE SURVEYS INDICATED THAT STUDENTS HAVE A STEREOTYPED AND INACCURATE IMAGE OF THE REGION AND THAT THEIR BASIC KNOWLEDGE ABOUT IT IS MINIMAL. THE CONCLUSION IS THAT, BECAUSE STUDENTS LEAVING SECONDARY SCHOOL SHOULD HAVE A BASIC UNDERSTANDING OF AFRICA, THE REGION SOUTH OF THE SAHARA MUST RECEIVE MORE ADEQUATE TREATMENT, IN BOTH QUANTITY AND QUALITY, THAN IT PRESENTLY DOES RECEIVE. (SEE ALSO TE 499 973). (LH)

122

ED026933 24 FL001217
AN EXAMINATION OF OBJECTIVES, NEEDS AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS
BECKER, JAMES M.
FOREIGN POLICY ASSOCIATION, NEW YORK, N.Y.
RMQ66004
BR-6-2908-PR
14 NOV 68
OEC-1-7-002908-2028
127P.

/ CROSS CULTURAL TRAINING/ CURRENT EVENTS/ EDUCATIONAL INNOVATION/ *EDUCATIONAL OBJECTIVES/ EDUCATIONAL RESEARCH/ EDUCATIONAL SOCIOLOGY/ ELEMENTARY SCHOOLS/ FOREIGN RELATIONS/ HIGH SCHOOL CURRICULUM/ INFORMATION DISSEMINATION/ *INTERNATIONAL EDUCATION/ POLITICAL ATTITUDES/ *SCHOOLS/ SECONDARY SCHOOLS/ SOCIAL CHANGE/ SOCIAL SCIENCES / *SOCIAL STUDIES/ SOCIOCULTURAL PATTERNS/ *WORLD AFFAIRS

THIS RESEARCH REPORT COMPILED BY THE FOREIGN POLICY ASSOCIATION IS A COLLECTION OF EIGHT ARTICLES BY KEY INDIVIDUALS IN EDUCATION AND SOCIAL SCIENCES. THE STUDY'S CENTRAL THEMES ARE RECOGNITION OF THE RAPID SOCIAL AND CULTURAL CHANGE IN HUMAN AFFAIRS, THE NEED TO REVIEW INTERNATIONAL EDUCATION DEVELOPMENTS, AND A CLARIFICATION OF EDUCATIONAL OBJECTIVES. EACH PAPER EXAMINES HOW WELL U.S. SCHOOLS ARE MEETING THE CHALLENGE OF PREPARING TODAY'S YOUTH FOR FULL PARTICIPATION IN WORLD AFFAIRS. FOLLOWING A BRIEF INTRODUCTION BY THE PROJECT DIRECTOR, THE ESSAYS EXPLORE IDEAS ON THE STRUCTURE OF, AND PROBLEMS INHERENT IN INTERNATIONAL EDUCATION, THE HIGH SCHOOL SOCIAL STUDIES CURRICULUM, THE SOCIAL SCIENCES FRAMEWORK, INFORMATION DISSEMINATION ON WORLD AFFAIRS EDUCATION, TECHNOLOGICAL PROGRESS, AND CONCEPTS OF A GLOBAL SOCIETY. (DS)

123

ED031612 24 AA000397
AN EXAMINATION OF OBJECTIVES, NEEDS AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS. FINAL REPORT.
BECKER, JAMES M.
FOREIGN POLICY ASSOCIATION, NEW YORK, N.Y.
RMQ66004
BR-6-2908
JUL 69
OEC-1-7-062908-2028
490P.

/ CURRICULUM DEVELOPMENT/ *EDUCATIONAL CHANGE/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL RESEARCH/ *EDUCATIONAL RESOURCES/ ELEMENTARY EDUCATION/ *EVALUATION TECHNIQUES/ FOREIGN RELATIONS/ *INTERNATIONAL EDUCATION/ SECONDARY EDUCATION/ SOCIAL STUDIES/ SURVEYS

/ TEACHER EDUCATION/ *WORLD AFFAIRS

REFLECTING A SET OF CONVICTIONS AND ASSUMPTIONS ABOUT THE NEED FOR AND THE PROCESS OF CHANGE IN THE INTERNATIONAL EDUCATION OF AMERICAN CHILDREN AND ADOLESCENTS, A BROAD, COOPERATIVE STUDY WAS UNDERTAKEN CONCERNING THE FOLLOWING QUESTIONS: (1) WHAT IS INTERNATIONAL EDUCATION? THAT IS, HOW CAN INTERNATIONAL EDUCATION BE MOST FRUITFULLY DEFINED OR CONCEPTUALIZED? (2) WHAT SHOULD BE THE MAJOR OBJECTIVES OF INTERNATIONAL EDUCATION IN THE SCHOOLS? THAT IS, WHAT CONTRIBUTIONS CAN AND SHOULD THE K-12 CURRICULUM MAKE TO THE INTERNATIONAL EDUCATION OF CHILDREN AND YOUNG PEOPLE? (3) GIVEN ANSWERS TO THESE QUESTIONS, WHAT NEEDS TO BE DONE WITH RESPECT TO CURRICULUM DEVELOPMENT, BASIC RESEARCH, AND TEACHER EDUCATION IN THE FIELD OF INTERNATIONAL EDUCATION? (4) WHAT INTELLECTUAL TALENTS AND RESOURCES EXIST FOR UNDERTAKING NEEDED RESEARCH AND DEVELOPMENT WORK AND HOW CAN THESE BE EFFECTIVELY MOBILIZED? TO GIVE THESE QUESTIONS FINAL AND UNIVERSALLY ACCEPTABLE ANSWERS WAS NOT THE PURPOSE OF THE STUDY. RATHER, IT WAS TO SELECTIVELY SURVEY THE THINKING OF AMERICAN EDUCATORS AND SOCIAL SCIENTISTS WITH RESPECT TO THESE QUESTIONS THROUGH INTERVIEWS, CONFERENCES, AND MEETINGS, AND HOPEFULLY IN SO DOING TO LAY THE FOUNDATION FOR A CONTINUING AND SYSTEMATIC EXAMINATION OF NEEDS, OBJECTIVES, AND PRIORITIES IN INTERNATIONAL EDUCATION. IT WAS HOPED THAT THE CONCLUSIONS AND RECOMMENDATIONS SET FORTH IN THE STUDY WOULD SERVE AS STIMULI AND GUIDES TO A CONTINUING DIALOG AND EXPLORATION AS WELL AS TO NEW RESEARCH AND DEVELOPMENT EFFORTS IN THE FIELD OF INTERNATIONAL EDUCATION. (JH)

HIGHER EDUCATION

Curriculums, Methods, and Materials

124

ED003417 24

THE IMPROVEMENT OF COLLEGE AND UNIVERSITY COURSES IN THE HISTORY OF CIVILIZATION.

MAIER, PAUL L. ; AND OTHERS

WESTERN MICHIGAN UNIV., KALAMAZOO.

CRP-F-052

65

182P.

/ *CONFERENCES/ COURSE ORGANIZATION/ *DEVELOPMENTAL PROGRAMS/ *HISTORY INSTRUCTION/ *INSTRUCTIONAL IMPROVEMENT/ QUESTIONNAIRES/ *WORLD HISTORY

/ KALAMAZOO/ MICHIGAN

A DEVELOPMENTAL CONFERENCE, CONSISTING OF LEADING AUTHORITIES IN HISTORY AND RELATED DISCIPLINES, WAS HELD IN JUNE 1964. THE

SUGGESTIONS AND DIRECTIVES OF THE CONFERENCE WERE IMPLEMENTED. PRELIMINARY SAMPLING VISITS WERE MADE AT REPRESENTATIVE INSTITUTIONS, AND MATERIALS AND INSTRUMENTS FOR THE MAJOR INVESTIGATION PREPARED. RESEARCH PROCEDURES INCLUDED THE DISTRIBUTION OF QUESTIONNAIRES, INTERVIEWS WITH REPRESENTATIVES FROM INSTITUTIONS, DATA COLLECTION, DISCUSSION OF FINDINGS, PREPARATION OF MODELS, AND DISSEMINATION OF THE RESULTS. THE CONCLUSIONS REACHED WERE MANY AND VARIED. IN GENERAL, THERE WAS SUPPORT FOR THE BASIC CAUSE, CONCERN OVER TEACHING METHODS, AND THE BELIEF THAT HIGH SCHOOL PREPARATION WAS NOT ADEQUATE. THE PROJECT RECEIVED GENERAL SUPPORT FROM MOST OF THE INSTRUCTORS INTERVIEWED. (RS)

125

ED003904 48
STUDIES OF THE LIFE WORK OF FOUR CONTEMPORARY FRENCH AUTHORS.
NOSTRAND, HOWARD L.
WASHINGTON UNIV., SEATTLE.
NDEA-VI-108-5
63
OEC-2-14-031
105P

/ CREATIVE WRITING/ FOREIGN CULTURE/ *FRENCH/ *LANGUAGE RESEARCH/ *LITERATURE/ POETRY/ RHETORIC
/ FRENCH CULTURE RESEARCH PROJECT/ SEATTLE/ WASHINGTON
REPORTED ARE ANALYSES OF THE WORKS OF FOUR CONTEMPORARY FRENCH AUTHORS (RENE MARILL ALBERES, YVES BONNEFOY, MICHEL BUTOR, AND JEAN BRULLER UNDER THE PSEUDONYM VERCORS). THE ANALYSES WERE PREPARED IN FRENCH BY THE INDIVIDUAL AUTHORS FOR THE FRENCH CULTURE RESEARCH PROJECT, A LANGUAGE RESEARCH EFFORT. THE STUDIES ILLUSTRATE THE AUTHORS' THEMES IN POETRY, NOVELS, AND IMAGINATIVE AND CRITICAL WRITINGS. (WN)

126

ED010416
A SURVEY OF CURRENT TEACHING APPROACHES TO IMAGE MAKING IN THE ART SCHOOL OF BRITAIN.
ASKIN, WALTER M.
CALIFORNIA STATE COLL., LOS ANGELES.
BR-5-8299; CRP-S-421-65
25OCT66
OEC-6-10-265
22P.

/ ART ACTIVITIES/ *ART EDUCATION/ ART EXPRESSION/ *FOREIGN COUNTRIES / *INSTRUCTIONAL INNOVATION/ *SURVEYS/ *TEACHING TECHNIQUES
/ CALIFORNIA/ LONDON/ LOS ANGELES/ UNITED KINGDOM
SELECTED ART SCHOOLS AND COLLEGES IN ENGLAND, SCOTLAND, AND NORTHERN

IRELAND WERE SURVEYED TO DETERMINE THEIR CURRENT TEACHING APPROACHES TO IMAGERY. DATA COLLECTION INVOLVED (1) PERSONAL VISITS, (2) DISCUSSIONS WITH STUDENTS, STAFF, AND ADMINISTRATORS, (3) AN EXTENSIVE EXAMINATION OF WORKS OF ART BY STUDENTS AND ARTIST-TEACHERS, AND (4) A REVIEW OF THE GENERAL ART SCENE. FINDINGS REVEALED THAT MANY PROGRAMS IN BRITISH INSTITUTIONS, RESPONSIBLE FOR DEVELOPING ARTISTS. BRING THE PROFESSIONAL ART WORLD IN CLOSE CONJUNCTION WITH THE STUDIO CLASSROOM. IT WAS CONCLUDED THAT THE GENERAL CHARACTER OF IDEA PRESENTATIONS IN BRITISH ART SCHOOLS WAS HELPFUL TO THE STUDENT IN HIS USE OF IMAGERY. THESE RECOMMENDATIONS WERE MADE--(1) INSTRUCTIONAL PROJECTS IN ART SHOULD ENCOURAGE THE EXPLORATION OF IMAGES AS A PART OF A TOTAL PICTORIAL CONCEPT, RATHER THAN AS ISOLATED ELEMENTS, AND (2) SUCH PROJECTS SHOULD PROMPT THE STUDENT TO RELY ON HIS DIRECT EXPERIENCE AND RESEARCH. (GC)

127

ED010453 48
SINO-AMERICAN CONFERENCE ON INTELLECTUAL COOPERATION, REPORT AND PROCEEDINGS, HELD AT THE UNIVERSITY OF WASHINGTON, JULY 10-15, 1960.
TAYLOR, GEORGE E. ; AND OTHERS
WASHINGTON UNIV., SEATTLE.
NDEA-VI-5
60
332P.

/ *CONFERENCES/ *COOPERATIVE PROGRAMS/ *FOREIGN RELATIONS/ *INTERCOMMUNICATION/ INTERCULTURAL PROGRAMS/ *INTERDISCIPLINARY APPROACH/ INTERNATIONAL EDUCATION/ NATIONAL PROGRAMS
/ CHINA/ SEATTLE/ TAIWAN/ WASHINGTON

SCHOLARS FROM THE UNITED STATES AND THE REPUBLIC OF CHINA MET TO DISCUSS INTELLECTUAL COOPERATION AND COMMUNICATION BETWEEN THE TWO COUNTRIES. CONFERENCE PARTICIPANTS (N 76) PLACED EMPHASIS ON THE UNITY OF KNOWLEDGE AND THE UNIVERSALIZATION OF DISCIPLINES. MAJOR RECOMMENDATIONS WERE--(1) MUTUAL AGREEMENT ON OBJECTIVES, ON THE APPROACH, AND ON THE CONCEPTS TO BE USED IN ALL INTELLECTUAL ENTERPRISES, (2) ACTIVE COOPERATION BETWEEN SCHOLARS OF DIFFERENT COUNTRIES IN JOINT RESEARCH ENTERPRISES ON A DISCIPLINARY AS WELL AS A MULTIDISCIPLINARY BASIS, (3) ACCEPTANCE BY THE UNIVERSITY COMMUNITY OF A FULL SHARE IN THE RESPONSIBILITY FOR INTERNATIONAL INTELLECTUAL COOPERATION, AND (4) ESTABLISHMENT OF SOME SORT OF ORGANIZATION IN EACH COUNTRY WHICH WILL REPRESENT AND BE RESPONSIBLE TO ACADEMIC INSTITUTIONS IN ORDER TO CARRY OUT THE RESPONSIBILITY. (TC)

128

ED010604 24
FOREIGN AREA STUDIES IN AMERICAN HIGHER EDUCATION.
GUMPERZ, ELLEN M.
CALIFORNIA UNIV., BERKELEY. CENTER FOR THE STUDY OF HIGHER

EDUCATION.
BR-5-0248 ; PROJECT-C-07
SEP66
OEC-6-10-106
88P.

/ *AREA STUDIES/ *COLLEGE PROGRAMS/ DEVELOPING NATIONS/ FOREIGN COUNTRIES/ FOREIGN CULTURE/ *FOREIGN RELATIONS/ HIGHER EDUCATION/ *HISTORICAL REVIEWS/ *INTERNATIONAL EDUCATION/ LANGUAGE/ WORLD PROBLEMS
/ BERKELEY/ CALIFORNIA

THE 20TH-CENTURY MATURATION OF FOREIGN AREA STUDY CURRICULUMS IN U.S. COLLEGES AND UNIVERSITIES WAS DESCRIBED. THE DESCRIPTION ACCOUNTED FOR THE DEVELOPMENT OF TWO RELATED FACETS OF AREA STUDIES--GENERAL EDUCATION AND APPLIED RESEARCH AND DEVELOPMENT. GENERAL AREA STUDY WOULD USUALLY CONSIST OF COURSES IN VARIOUS DISCIPLINES OF THE HUMANITIES AND SOCIAL SCIENCES, FOCUSING ON PAST AND PRESENT CHARACTERISTICS OF A PARTICULAR WORLD AREA AND INCLUDING A COURSE IN THE MODERN LANGUAGE OR LANGUAGES OF THAT AREA. APPLIED RESEARCH AND DEVELOPMENT WOULD PERTAIN TO TECHNICAL AND ECONOMIC ASSISTANCE PROGRAMS IN SUCH FIELDS AS AGRICULTURE, PUBLIC HEALTH, AND EDUCATION, AND WOULD USUALLY INVOLVE WORKING DIRECTLY WITH U.S. GOVERNMENT AGENCIES AND COOPERATIVELY WITH OTHER EDUCATIONAL INSTITUTIONS. (JH)

129

ED013976 24 AA000244
A SYLLABUS FOR A COURSE IN BURMESE ART AT THE UNDERGRADUATE LEVEL. INTERIM REPORT.
BAILEY, JANE T.
DENISON UNIV., GRANVILLE, OHIO.
BR-7-E-024
1JUN67
6P.

/ *ART EDUCATION/ ART PRODUCTS/ *BURMESE CULTURE/ COURSE CONTENT/ *CURRICULUM GUIDES/ FILM PRODUCTION/ FILMSTRIPS/ *FINE ARTS/ HISTORICAL REVIEWS/ *UNDERGRADUATE STUDY

PROGRESS MADE IN THE PREPARATION OF AN ILLUSTRATED SYLLABUS ON THE HISTORY OF BURMESE ART IS REPORTED. PREPARATION OF THE SYLLABUS IS A TWO-FOLD TASK REQUIRING THE WRITING OF AN OUTLINE AND THE GATHERING OF SLIDES FOR THE VISUAL PRESENTATION. THE AUTHOR DESCRIBES THE DIFFICULTIES AND SUCCESSES OF GATHERING PUBLISHED MATERIALS AND PHOTOGRAPHS OF DATED ARTIFACTS. DATED SPECIMENS WERE NEEDED TO BUILD A PROVISIONAL FRAMEWORK OF STYLE CHANGES THAT OCCURRED IN CERTAIN TIME PERIODS AND CERTAIN PLACES OF ORIGIN, BUT FEW DATED SPECIMENS COULD BE FOUND. THE GENERAL SCHEME FOR FORMULATION OF THE SYLLABUS WILL BE (1) MAJOR ARTS (ARCHITECTURE, SCULPTURE, PAINTING) AND (2) MINOR ARTS (TEXTILES, LACQUER, POTTERY, HANDICRAFTS). THE SYLLABUS WILL PRESENT THE UNDERGRADUATE STUDENT WITH FIVE HISTORICAL PERIODS WHICH WILL INCLUDE (1) THE PRE-PAGAN PERIOD, (2) PAGAN PERIOD, (3) INDEPENDENT

STATES PERIOD, (4) SECOND EMPIRE PERIOD, AND (5) BRITISH BURMA PERIOD. CAUTION WILL BE APPLIED NOT TO OVERBURDEN THE STUDENT WITH QUANTITY. RATHER, THE SELECTION WILL BE HELD TO A LIMIT BELIEVED TO BE SUFFICIENT FOR EFFECTIVE LEARNING AT THE BEGINNING LEVEL. (AL)

130

ED013991 24 AA000259
THE MYSTERY OF TORRALBA--THREE INVESTIGATIONS.
BERNSTEIN, EDGAR
CHICAGO UNIV., ILL.
BR-6-2445
66
43P.

/ ANCIENT HISTORY/ *ARCHAEOLOGY/ *AUDIOVISUAL AIDS/ CULTURAL FACTORS / INVESTIGATIONS/ *MODELS/ *SIMULATION/ *SOCIAL STUDIES

ARCHEOLOGICAL DATA AND INTERPRETATIONS FROM THREE INVESTIGATIONS ARE USED TO PRESENT STUDENTS WITH THE TASK OF ANALYZING A SITE AT TORRALBA, LOCATED APPROXIMATELY 100 MILES NORTHEAST OF MADRID, SPAIN. SITE DRAWINGS, PHOTOGRAPHS, AND ACRYLIC MODELS OF ARTIFACTS ARE USED. STUDENTS DO NOT ENGAGE IN THE ACTUAL FIELD WORK BY WHICH DATA ARE ACCUMULATED. HOWEVER, THE OPPORTUNITY IS PROVIDED TO SIMULATE THE ROLE OF AN ARCHEOLOGIST THROUGH SUBTASKS OF (1) SIFTING, ANALYZING, AND ORGANIZING THE DATA TO ESTABLISH HYPOTHESES, (2) TESTING THE HYPOTHESES THROUGH CONSIDERATION OF SPECIFIC DATA, AND (3) MODIFYING THE HYPOTHESES INTO CONCLUSIONS THAT ARE IN KEEPING WITH CAREFUL ANALYSIS. THE INVESTIGATIONS ARE INTENDED TO SHOW THE STUDENT BOTH THE POTENTIAL AND THE LIMITS OF DATA ANALYSIS FOR EXPANDING ARCHEOLOGICAL KNOWLEDGE AND UNDERSTANDING. (TC)

131

ED013993 24 AA000261
MEDIEVAL STUDIES.
MARTONFFY, ANDREA PONTECORVO ; AND OTHERS
CHICAGO UNIV., ILL.
BR-6-2445-2
103P.

/ *CULTURAL BACKGROUND/ *CURRICULUM GUIDES/ ECONOMIC STATUS/ *MEDIEVAL HISTORY/ MODELS/ POLITICAL SOCIALIZATION/ *QUESTIONING TECHNIQUES/ *SOCIAL STUDIES

A CURRICULUM GUIDE ON MEDIEVAL STUDIES IS PRESENTED, INCLUDING TEACHER MATERIALS AND STUDENT PROBLEM SETS. THE TEACHER MATERIALS DESCRIBE AND EXPLAIN THE ECONOMIC, SOCIAL, AND POLITICAL ASPECTS OF MANORIAL LIFE--THE PREDOMINANT FORM OF AGRICULTURAL LIFE IN NORTHERN FRANCE, ENGLAND, AND GERMANY DURING THE PERIOD FROM APPROXIMATELY 800 TO 1300 A.D. AN INTRODUCTION IS ALSO GIVEN TO THE DISTINCTION BETWEEN "SOCIAL" AND "CULTURAL" SYSTEMS AS APPLICABLE TO MEDIEVAL LIFE. STUDENTS MAY OBTAIN ADDITIONAL INFORMATION THROUGH A QUESTION PERIOD

AND RECOMMENDED READING. DESCRIPTIVE ESSAYS ARE TO BE WRITTEN BY THE STUDENTS AND THEN USED AS THE BASIS FOR CLASS DISCUSSION. SORT CARDS ARE TO BE USED IN AN EXERCISE TO PRESENT SPECIFICS SO STUDENTS CAN CONSTRUCT A HYPOTHETICAL MODEL OF FRENCH FEUDALISM DURING THE MEDIEVAL PERIOD. DOCUMENT EXCERPTS FROM CORRESPONDENCE BETWEEN VARIOUS ROMAN CATHOLIC POPES AND LAY LEADERS DURING THE MEDIEVAL PERIOD ARE INCLUDED. SAMPLE QUESTION SHEETS FOR STUDENT COMPLETION ARE ALSO ILLUSTRATED. (TC)

132

ED014062 48 AL000754
TWELVE DOORS TO JAPAN.
BEARDSLEY, RICHARD K.; HALL, JOHN WHITNEY
65
OEC-SAE-8861
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ANTHROPOLOGY/ *ASIAN HISTORY/ CULTURAL BACKGROUND/ CULTURAL TRAITS / *CULTURE/ ECONOMIC DEVELOPMENT/ EDUCATION/ FINE ARTS/ GEOGRAPHY/ INDIVIDUAL PSYCHOLOGY/ *INTERNATIONAL EDUCATION/ *JAPANESE/ LITERATURE REVIEWS/ POLITICAL SCIENCE/ RELIGION/ SOCIAL PSYCHOLOGY/ SOCIAL SCIENCES/ *SOCIOCULTURAL PATTERNS/ SOCIOLOGY
/ JAPAN

THE TWELVE DOORS OF THIS COLLEGE-LEVEL TEXT ARE TWELVE CHAPTERS ON ASPECTS OF JAPAN AND JAPANESE CULTURE AS TREATED BY VARIOUS ACADEMIC DISCIPLINES. THE AUTHORS' PURPOSE IN CHOOSING THIS FORMAT WAS TO PRESENT INTRODUCTORY INFORMATION ABOUT JAPAN AND TO ACQUAINT STUDENTS WITH THE AIMS, MATERIALS, AND METHODS OF DISCIPLINES OTHER THAN THE ONE THEY ARE TRAINED FOR BY THEIR UNDERGRADUATE WORK. INTRODUCTORY CHAPTERS TREAT FAIRLY CONCRETE, VISIBLE SUBJECT MATTER OR INVOLVE DISCIPLINES WITH A FAMILIAR SCHEME OF COORDINATES (GEOGRAPHY, ANTHROPOLOGY, HISTORY, AND LINGUISTICS). THE TEXT PROCEEDS WITH CHAPTERS ON MORE ABSTRACT ASPECTS OF TRADITIONAL JAPANESE CULTURE (LITERATURE, ART, PHILOSOPHY). CULTURE AND THE INDIVIDUAL IS CONSIDERED THROUGH PERSONALITY PSYCHOLOGY AND EDUCATIONAL SYSTEMS. FINAL CHAPTERS INCLUDE DISCIPLINES TREATING CONTEMPORARY JAPAN (POLITICAL SCIENCE, LAW AND ECONOMICS). THE CHAPTERS ON JAPANESE LINGUISTICS AND LITERATURE WERE WRITTEN BY JOSEPH K. YAMAGIWA AND THE CHAPTER ON LAW IN JAPAN BY B. JAMES GEORGE, JR. SELECT BIBLIOGRAPHIES ARE APPENDED TO ENCOURAGE STUDENT USE OF OUTSIDE READING MATERIALS. THIS TEXT IS PUBLISHED BY MCGRAW-HILL BOOK COMPANY, NEW YORK, AND COSTS $9.95. (JD)

133

ED014262 24 FL000605
PRELIMINARY DETERMINATION OF PEDAGOGIC UTILITY OF THE ARCHIVE OF HISPANIC LITERATURE ON TAPE. FINAL REPORT.
CLINE, HOWARD F.
BR-5-1237
AUG67

OEC-2-14-019
7P.

/ *FEASIBILITY STUDIES/ FRENCH/ INFORMATION UTILIZATION/ *INSTRUCTIONAL MATERIALS CENTERS/ *LIBRARY FACILITIES/ LINGUISTICS/ LITERATURE/ MATERIAL DEVELOPMENT/ PORTUGUESE/ *SPANISH/ *TAPE RECORDINGS
/ LIBRARY OF CONGRESS

A STUDY WAS CONDUCTED TO DETERMINE THE POSSIBLE PEDAGOGICAL UTILIZATION OF THE LIBRARY OF CONGRESS ARCHIVE OF HISPANIC LITERATURE ON TAPE WHICH CONTAINS, AS OF JUNE 1962, ORIGINAL RECORDINGS IN SPANISH, PORTUGUESE, CATALAN, AND FRENCH OF THE VOICES OF 218 WRITERS READING SOME 2,800 LITERARY WORKS. PROCEDURES TAKEN TO ENCOURAGE LONG-TERM UTILITY OF THE ARCHIVE INCLUDED DESCRIBING, TRANSCRIBING, AND CLASSIFYING ALL THE ITEMS, PREPARING REFERENCE COPIES OF ALL MASTER TAPES, REVIEWING INVENTORIES, AND SETTING UP A FULLY INDEXED WORKING GUIDE TO THE ARCHIVE. IN ADDITION, AN INQUIRY WAS MADE TO WHICH 96 SPECIALISTS REPRESENTING 77 INSTITUTIONS RESPONDED, INDICATING THEIR INTEREST IN THE PROJECT. RESULTS OF THE SURVEY SUGGEST THAT THE ARCHIVE CAN BE A HIGHLY USEFUL RESOURCE FOR TEACHING LITERATURE AND LINGUISTICS, AND PUBLIC USE IS ENCOURAGED. (SS)

134

ED014697 48 AL000728
PEOPLES OF CENTRAL ASIA. URALIC AND ALTAIC SERIES, VOLUME 26.
KRADER, LAWRENCE
INDIANA UNIV., BLOOMINGTON.
; NDEA-6-127
63
DOCUMENT NOT AVAILABLE FROM EDRS.

/ ANTHROPOLOGY/ *AREA STUDIES/ *ASIAN HISTORY/ COMMUNISM/ CULTURE/ DEMOGRAPHY/ *ECOLOGY/ ECONOMICS/ ETHNIC GROUPS/ FAMILY (SOCIOLOGICAL UNIT)/ FOLK CULTURE/ GEOGRAPHY/ INDO EUROPEAN LANGUAGES/ LANGUAGE CLASSIFICATION/ POLITICAL DIVISIONS (GEOGRAPHIC)/ RELIGION/ SOCIOLOGY/ URALIC ALTAIC LANGUAGES
/ CENTRAL ASIA/ KAZAKHSTAN/ SOVIET UNION

THE PRIMARY PURPOSE OF THIS VOLUME IS TO INTRODUCE THE READER TO THE INDIGENOUS PEOPLES AND CULTURES OF CENTRAL ASIA, WITH A SECONDARY FOCUS ON THE CHANGES WHICH TOOK PLACE DURING THE PERIODS OF TSARIST AND SOVIET RULE. CHAPTERS ARE ARRANGED IN THE FOLLOWING ORDER--(I) ECOLOGY AND ECONOMY, (II) LANGUAGES, WITH APPENDED INFORMATION ON TURKIC LANGUAGES, (III) FORMATION OF PEOPLES, (IV) HISTORY, (V) RELIGION, (VI) FAMILY AND SOCIETY, (VII) DEMOGRAPHY, WITH 30 APPENDED DEMOGRAPHIC TABLES, AND (VIII) CITIES, WITH TWO APPENDED POPULATION AND URBAN TABLES. APPENDICES CONTAIN--(I) TABLES OF CURRENT ECONOMIC DEVELOPMENT OF CENTRAL ASIA AND KAZAKHSTAN, (II) TRIBAL DIVISIONS, (III) CHART OF THE ESTABLISHMENTS OF THE CENTRAL ASIAN REPUBLICS, AND (IV) BRIEF NOTICES OF KAZAKHSTAN AND THE REPUBLICS OF CENTRAL ASIA. THIS VOLUME MAY BE OBTAINED FOR $4.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

135

ED014704 48 AL000744
MONGOLS OF THE TWENTIETH CENTURY, PART I. URALIC AND ALTAIC SERIES, VOLUME 37, PART I.
RUPEN, ROBERT A.
INDIANA UNIV., BLOOMINGTON.
NDEA-6-299-1; P-66
64
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *AREA STUDIES/ *ASIAN HISTORY/ COMMUNISM/ CULTURAL FACTORS/ DEMOGRAPHY/ ETHNIC GROUPS/ *GEOGRAPHIC REGIONS/ GEOGRAPHY/ POLITICAL DIVISIONS (GEOGRAPHIC)/ POLITICAL SOCIALIZATION
/ BURYAT MONGOLIA/ INNER MONGOLIA/ MONGOLIAN PEOPLES REPUBLIC (OUTER MONGOLIA)

IN THIS COMPREHENSIVE SURVEY OF BURYAT MONGOLIA, INNER MONGOLIA, AND OUTER MONGOLIA (MONGOLIAN PEOPLE'S REPUBLIC), THE AUTHOR HAS FOCUSED ON THE LIVES AND WORKS OF KEY MONGOLS OF THIS CENTURY. THIS FOCUS BRINGS OUT THE CLOSE RELATIONSHIP OF POLITICAL FACTORS AND CULTURAL INFLUENCES, AND STRESSES THE CHANGING DEGREE AND CONTENT OF THE EDUCATION OF THE MONGOLS. CHAPTERS 1-4 COVER RUSSIAN RELATIONS WITH BURYAT MONGOLIA, AND THE HISTORY OF BURYAT MONGOLIA, OUTER MONGOLIA, AND PAN-MONGOLISM TO 1917. CHAPTER 5 DESCRIBES THE EVENTS LEADING TO THE ESTABLISHMENT OF THE MONGOLIAN PEOPLE'S REPUBLIC IN OUTER MONGOLIA IN 1921, AND THE GOVERNMENTS, ORGANIZATIONS, AND PERSONS WHO PLAYED IMPORTANT PARTS IN LATER MONGOLIAN DEVELOPMENT. PART TWO COVERS THE SOVIET PERIOD, FROM 1921 TO 1963 (THE TIME OF WRITING). APPENDICES FURNISH EXTENSIVE INFORMATION ON VARIOUS POLITICAL AND EDUCATIONAL INSTITUTIONS, OFFICIALS, AND RECORDS. A CHRONOLOGY AND INDEX, AS WELL AS 82 PHOTOGRAPHS AND MAPS OF THE MONGOLIAN PEOPLE'S REPUBLIC AND THE KALMUK ASSR, ARE INCLUDED. THIS VOLUME IS AVAILABLE FROM THE EDITOR, URALIC AND ALTAIC SERIES, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

136

ED014710 48 AL000753
RESOURCES FOR SOUTH ASIAN AREA STUDIES IN THE UNITED STATES, REPORT OF A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES FOR THE UNITED STATES OFFICE OF EDUCATION (FEBRUARY 23-25, 1961).
LAMBERT, RICHARD D.
PENNSYLVANIA UNIV., PHILADELPHIA.
NDEA-6-6
62
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *AREA STUDIES/ *CONFERENCE REPORTS/ CURRICULUM PLANNING/ EDUCATIONAL NEEDS/ *LANGUAGE AND AREA CENTERS/ MATERIAL DEVELOPMENT/ NATIONAL PROGRAMS/ *UNCOMMONLY TAUGHT LANGUAGES
/ AFGHANISTAN/ CEYLON/ INDIA/ NEPAL/ PAKISTAN/ SOUTH ASIA

THE 21 WORKING PAPERS IN THIS BOOK WERE PREPARED BY AMERICAN

SCHOLARS IN THE FIELD OF SOUTH ASIAN AREA AND LANGUAGE STUDIES FOR A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES IN 1961. THE CONFERENCE DEALT WITH THE NEED FOR RESEARCH ON SPECIFIC COUNTRIES AND IN SPECIFIC DISCIPLINES AS WELL AS THE PRESENT CONDITION OF SOUTH ASIAN AREA STUDIES IN GENERAL. A COMPANION VOLUME, "RESOURCES FOR SOUTH ASIAN LANGUAGE STUDIES," CONCERNS THE DEVELOPMENT OF LANGUAGE PROGRAMS AND PERSONNEL, WHILE THIS VOLUME INTEGRATES THE TEACHING OF SOUTH ASIAN LANGUAGES WITH AREA STUDIES. INCLUDED WITH THE WORKING PAPERS IS A "REPORT OF THE CONFERENCE" WHICH SUMMARIZES THE MANY SPECIFIC SUGGESTIONS PRESENTED IN THE PAPERS AND DISCUSSED AT THE CONFERENCE MEETINGS. THIS BOOK IS PUBLISHED BY THE UNIVERSITY OF PENNSYLVANIA PRESS, 3436 WALNUT STREET, PHILADELPHIA, PA. 19104, ($5.00). (JD)

137

ED014713 48 AL000772
THE SAMOYED PEOPLES AND LANGUAGES. URALIC AND ALTAIC SERIES, VOLUME 14.
HAJDU, PETER
INDIANA UNIV., BLOOMINGTON.
NDEA-6-325; P-99
63
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ANTHROPOLOGY/ *AREA STUDIES/ *ASIAN HISTORY/ BIBLIOGRAPHIES/ CULTURAL TRAITS/ *CULTURE/ DIALECTS/ ETHNIC GROUPS/ ETHNIC ORIGINS/ FOLK CULTURE/ LANGUAGE/ PHONETIC ANALYSIS/ RACIAL CHARACTERISTICS/ *SAMOYED LANGUAGES/ *YURAK
/ NENETS/ SELKUP/ SIBERIA

THIS VOLUME IS AN EXTENSIVELY REVISED AND EXPANDED VERSION OF AN EARLIER WORK BY THE SAME AUTHOR (PUBLICATION 76 OF THE HUNGARIAN LINGUISTIC SOCIETY, BUDAPEST, 1949). THE WRITER PRESENTS THE VARIOUS ASPECTS OF SAMOYED CULTURE, WHICH PLAYED A GREAT ROLE IN THE DEVELOPMENT OF THE CULTURE OF NORTHERN SIBERIA. HE LINKS THE SAMOYEDS WITH THE FINNO-UGRIANS, WHO SHARE A COMMON URALIC CULTURAL AND LINGUISTIC ORIGIN. SEVERAL CHAPTERS ARE DEVOTED TO CHARACTERISTICS OF THE SAMOYED LANGUAGES AND DIALECTS, AND RESEARCH WHICH HAS BEEN CARRIED OUT IN THE FIELD. AN EXTENSIVE BIBLIOGRAPHY LISTS LINGUISTIC AND ETHNOGRAPHIC WORKS ON THE SAMOYEDS. THIS TEXT MAY BE OBTAINED FOR $2.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

138

ED015445 48 AL000749
INDONESIA.
MCVEY, RUTH T.
YALE UNIV., NEW HAVEN, CONN.
NDEA-6-65
63

DOCUMENT NOT AVAILABLE FROM EDRS.

/ ANTHROPOLOGY/ *AREA STUDIES/ *ASIAN HISTORY/ CULTURE/ ECONOMICS/ GEOGRAPHY/ HISTORICAL REVIEWS/ INDONESIAN LANGUAGES/ NATIONAL DEMOGRAPHY/ POLITICAL SCIENCE/ SOCIOLOGY/ STATISTICAL DATA/ SURVEYS

/ INDONESIA

THIS UNIVERSITY-LEVEL TEXT IS AN ATTEMPT TO BRIDGE THE GAP BETWEEN SUPERFICIAL IMPRESSION AND SPECIALIZED KNOWLEDGE CONCERNING INDONESIA. IT PROVIDES AN INTRODUCTION TO INDONESIA THROUGH CHAPTERS ON--(1) PHYSICAL AND HUMAN RESOURCE PATTERNS, BY K.J. PELZER, (2) INDONESIAN CULTURES AND COMMUNITIES, BY H. GEERTZ, (3) THE CHINESE MINORITY, BY G.W. SKINNER, (4) THE AGRICULTURAL FOUNDATION, BY K.J. PELZER, (5) FROM COLONIAL TO GUIDED ECONOMY, BY D.S. PAAUW, (6) LABOR IN TRANSITION, BY E.D. HAWKINS, (7) THE COURSE OF INDONESIAN HISTORY, BY R. VAN NIEL, (8) DYNAMICS OF GUIDED DEMOCRACY, BY H. FEITH, (9) GENESIS OF A MODERN LITERATURE, BY A.H. JOHNS, AND (10) THE ENDURING TRADITION--MUSIC AND THEATER IN JAVA AND BALI, BY M. HOOD. EXTENSIVE NOTES, BIBLIOGRAPHIES, AND AN INDEX ARE APPENDED. THIS 600-PAGE BOOK IS PUBLISHED BY THE HUMAN RELATIONS AREA FILES PRESS, BOX 2054, YALE STATION, NEW HAVEN, CONNECTICUT 06511 ($12.00). (JD)

139

ED016295 24 EA001076

INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND MEXICO. FINAL REPORT.

HUSSOM, H. KENNETH
EASTERN WASHINGTON STATE COLL., CHENEY.
BR-5-8327; CRP-S-135-65
30MAR67
OEC-6-10-032
34P.

/ *COLLEGE INSTRUCTION/ COLLEGES/ CURRICULUM/ *CURRICULUM DEVELOPMENT/ *EDUCATIONAL FACILITIES/ *FOREIGN RELATIONS/ HYPOTHESIS TESTING/ *INSTRUCTIONAL IMPROVEMENT/ INTERSCHOOL COMMUNICATION/ INTERVIEWS/ LATIN AMERICAN CULTURE/ LIBRARY FACILITIES/ LITERATURE REVIEWS/ QUESTIONNAIRES/ STUDY ABROAD/ TABLES (DATA)/ TEACHER QUALIFICATIONS/ UNIVERSITIES

/ CHENEY/ MEXICO/ WESTERN UNITED STATES

THE CONCERN OF THE UNITED STATES FOR ITS RELATIONS WITH LATIN AMERICA AND THE APPARENT LACK OF FACILITIES FOR INSTRUCTION IN THIS AREA AMONG THE MEDIUM AND SMALLER INSTITUTIONS OF HIGHER EDUCATION LED TO THIS STUDY OF INSTRUCTION IN INTER-AMERICAN RELATIONS. PRELIMINARY INVESTIGATION LED TO THREE HYPOTHESES--(1) LITTLE IS BEING OFFERED IN INTER-AMERICAN RELATIONS AT THE MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES, (2) INTEREST IN EXPANDING INSTRUCTION EXISTS, AND (3) UNRECOGNIZED INSTRUCTIONAL RESOURCES FOR EXPANDING INSTRUCTION EXIST. THE RESEARCH DESIGN FOR THE PROJECT WAS BASED ON A MAIL SURVEY OF ALL MEDIUM AND SMALLER STATE COLLEGES (UP TO 5,000 ENROLLMENT) IN THE WESTERN UNITED STATES AND ARBITRARILY SELECTED SMALLER MEXICAN STATE UNIVERSITIES. THREE DATA GATHERING TECHNIQUES WERE EMPLOYED--A SURVEY

OF INSTITUTIONAL LITERATURE, MAILED QUESTIONNAIRES, AND PERSONAL INTERVIEWS. THE FOLLOWING CONCLUSIONS WERE REACHED--(1) HYPOTHESIS ONE PROVED SUBSTANTIALLY INCORRECT WITH REFERENCE TO THE UNITED STATES SCHOOLS EXAMINED AND CORRECT WITH REGARD TO THE MEXICAN SCHOOLS, EXCEPT FOR THOSE IN MEXICO CITY, (2) HYPOTHESIS TWO WAS SUPPORTED BY THE DATA GATHERED IN THE PROJECT QUESTIONNAIRES, IN SECONDARY SOURCES, AND THROUGH INTERVIEWS AND CORRESPONDENCE, AND (3) HYPOTHESIS THREE WAS PARTIALLY AFFIRMED AND DENIED BY THE DATA GATHERED. SUGGESTIONS ARE MADE FOR FURTHER STUDY IN THE AREA. (HW)

140

ED016802 VT002941

RESEARCH TO ESTABLISH A COLLEGE-LEVEL CURRICULUM IN GLASS. TECHNICAL PROGRESS REPORT, NUMBER 2.

WILLSON, RICHARD

MIAMI UNIV., CORAL GABLES, FLA.

BR-5-8304

67

OEC-2-6-58304-1146

2P.

/ *COLLEGE CURRICULUM/ *CURRICULUM DEVELOPMENT/ *GLASS/ PROGRAM DESCRIPTIONS

THE PURPOSE OF THE RESEARCH IS TO CORRELATE A COLLECTED MASS OF INFORMATION RELATED TO THE ACCEPTED NEED TO ESTABLISH A CURRICULUM FOR TEACHING GLASS AS A FINE ART MATERIAL IN THE UNITED STATES. AN ARTIST OR AN ARCHITECT WHO WISHES TO LEARN THE POTENTIAL USE OF GLASS MUST GO TO EUROPE, AS NO COMPREHENSIVE TEACHING OF GLASS AS A FINE ART EXISTS ON THE AMERICAN TEACHING SCENE. INFORMATION WAS COLLECTED DURING VISITS TO EGYPT AND GREECE, AND TO LOCATIONS IN THE UNITED STATES, SUCH AS DOMINICK LABINO, THE TOLEDO ART MUSEUM, CORNING GLASS COMPANY, OHIO UNIVERSITY, BLENKO GLASS COMPANY, AND SMITHSONIAN INSTITUTION. INFORMATION FROM THE EGYPTIAN TRIP WAS PRESENTED TO ADVANCED STUDENTS AND FACULTY OF THE UNIVERSITY OF MIAMI IN JANUARY 1967. ACTIVITIES FOR THE NEXT REPORTING PERIOD WILL INCLUDE FINAL STUDY AND DISCUSSION TRIPS TO GLASS SCHOOLS, INDIVIDUALS, COLLECTIONS, AND ARCHITECTURAL INSTALLATIONS OF GLASS IN GERMANY, AUSTRIA, ITALY, FINLAND, SWEDEN, AND ENGLAND. A DEFINITE RECOMMENDATION WILL BE MADE IN THE FINAL REPORT THAT THE UNITED STATES TAKE STEPS TO SECURE LEADERSHIP IN THIS DIRECTION, AND THE STEPS TO DO THIS WILL BE SPELLED OUT CLEARLY. (MM)

141

ED017907 48 AL000989

CHAPTERS IN INDIAN CIVILIZATION--A HANDBOOK OF READINGS TO ACCOMPANY THE CIVILIZATION OF INDIA SYLLABUS. VOLUME I, CLASSICAL AND MEDIEVAL INDIA.

ELDER, JOSEPH W., ED.

WISCONSIN UNIV., MADISON. DEPT. OF INDIAN STUDIES.

BR-6-2512
JUN67
OEC-3-6-062512-1744
233P.

/ *AREA STUDIES/ *CULTURE/ HISTORY/ *INDIANS/ INSTRUCTIONAL MATERIALS/ *LANGUAGE AND AREA CENTERS/ PHILOSOPHY/ *READING MATERIALS / INDIA

THESE READINGS ARE DESIGNED TO ACCOMPANY COLLEGE-LEVEL COURSES DEALING WITH INDIA, ESPECIALLY THOSE USING THE "CIVILIZATION OF INDIA SYLLABUS" (BY THE SAME EDITOR AND PUBLISHERS, SEPTEMBER 1965). VOLUME I CONTAINS THE FOLLOWING SELECTIONS--(1) "VEDIC AND UPANISADIC BASES OF INDIAN CIVILIZATION," BY J.A.B. VAN BUITENEN, (2) "SRAMANAS--THEIR CONFLICT WITH BRAHMANICAL SOCIETY," BY PADMANABH S. JAINI, (3) "PILGRIMAGE SITES AND INDIAN CIVILIZATION," BY AGEHANANDA BHARATI, AND (4) "CLASSICAL INDIAN PHILOSOPHY" (PARTS I AND II) BY RICHARD H. ROBINSON. THE COMPANION VOLUME CONTAINS FURTHER READINGS ON BRITISH AND MODERN INDIA. THESE MATERIALS (WRITTEN IN ENGLISH) ARE PUBLISHED BY THE DEPARTMENT OF INDIAN STUDIES, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (AMM)

142

ED017908 48 AL000990

CHAPTERS IN INDIAN CIVILIZATION--A HANDBOOK OF READINGS TO ACCOMPANY THE CIVILIZATION OF INDIA SYLLABUS. VOLUME II, BRITISH AND MODERN INDIA.

ELDER, JOSEPH W., ED.
WISCONSIN UNIV., MADISON. DEPT. OF INDIAN STUDIES.
BR-6-2512
JUN67
OEC-3-6-062512-1744
299P.

/ *AREA STUDIES/ *CULTURE/ DRAMA/ *INDIANS/ INDO EUROPEAN LANGUAGES/ *LANGUAGE AND AREA CENTERS/ LANGUAGE CLASSIFICATION/ LITERATURE/ MASS MEDIA/ MUSIC/ SOCIOCULTURAL PATTERNS / INDIA

THIS VOLUME IS THE COMPANION TO "VOLUME I, CLASSICAL AND MEDIEVAL INDIA," AND IS DESIGNED TO ACCOMPANY COURSES DEALING WITH INDIA, PARTICULARLY THOSE COURSES USING THE "CIVILIZATION OF INDIA SYLLABUS" (BY THE SAME AUTHOR AND PUBLISHERS, 1965). VOLUME II CONTAINS THE FOLLOWING SELECTIONS--(1) "INDIA AND WESTERN INTELLECTUALS," BY JOSEPH W. ELDER, (2) "DEVELOPMENT AND REACH OF MASS MEDIA," BY K.E. EAPEN, (3) "DANCE, DANCE-DRAMA, AND MUSIC," BY CLIFF R. JONES AND ROBERT E. BROWN, (4) "MODERN INDIAN LITERATURE," BY M.G. KRISHNAMURTHI, (5) "LANGUAGE IDENTITY--AN INTRODUCTION TO INDIA'S LANGUAGE PROBLEMS," BY WILLIAM C. MCCORMACK, (6) "THE STUDY OF CIVILIZATIONS," BY JOSEPH W. ELDER, AND (7) "THE PEOPLES OF INDIA," BY ROBERT J. AND BEATRICE D. MILLER. THESE MATERIALS ARE WRITTEN IN ENGLISH AND ARE PUBLISHED BY THE DEPARTMENT OF INDIAN STUDIES, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (AMM)

143

EDC23355 24 HE000043
A COLLEGE-LEVEL ART CURRICULUM IN GLASS. FINAL REPORT.
WILLSCN, ROBERT
MIAMI UNIV., CORAL GABLES, FLA.
RMQ66004
P-5-516-65
BR-5-8304
FEB 68
OEC-2-6-058304-1146
54P.

/ ARCHITECTURE/ *ART EDUCATION/ *ART MATERIALS/ ARTS CENTERS/ EXHIBITS/ *GLASS/ *HIGHER EDUCATION/ PAINTING/ SCULPTURE/ SUMMER INSTITUTES/ TEACHING
/ ITALY/ *MURANO GLASS CENTER/ VENICE

IN ORDER TO COMPILE INFORMATION TO BE USED AS A BASIS FOR DEVELOPING A CURRICULUM FOR TEACHING GLASS AS AN ART MATERIAL ON THE COLLEGE LEVEL, GLASS EXPERTS, ARTISTS AND CENTERS IN 12 NATIONS WERE VISITED. IT WAS CLEAR THAT THE US LAGS FAR BEHIND OTHER COUNTRIES IN TEACHING GLASS, IN USING IT AS A SUBJECT FOR ART EXHIBITIONS AND USING IT CREATIVELY IN ARCHITECTURE, SCULPTURE AND PAINTING. NOT ONLY IS THE NEGLECT OF THIS MEDIUM UNFORTUNATE BECAUSE OF ARTISTIC NEEDS BUT ALSO BECAUSE THERE ARE FEW SKILLED AMERICAN TECHNICIANS TO PRESERVE OR ENHANCE THIS AREA OF ENDEAVOR. ALTHOUGH GLASS IS PRIZED FOR THE PERMANENCE OF ITS COLOR AND TRANSPARENCY, THERE HAVE BEEN OBSTACLES TO ITS WIDESPREAD USE. THESE COULD BE OVERCOME AND EDUCATIONAL NEEDS COULD BE MET IF FEDERAL, FOUNDATION AND INDUSTRIAL SUPPORT COULD BE MADE AVAILABLE FOR (1) THE ESTABLISHMENT OF A FREE NATIONAL GLASS EXPERIMENTAL AND INFORMATIONAL CENTER (2) THE COLLECTION OF TEACHING MATERIALS (3) TEACHING LABS FOR GLASS ARTISTS AND (4) INTERNATIONAL EXHIBITIONS ON GLASS ART. FEDERAL AID SHOULD BE CHANNELED EITHER THROUGH A NEW UNIVERSITY OR THROUGH UNIVERSITIES IN THE SOUTHWESTERN AREA TO TAKE ADVANTAGE OF EXISTING NATIVE COTTAGE-INDUSTRY EFFORTS. A MODEL CURRICULUM IS PRESENTED, AND A 5-YEAR FEDERALLY SUPPORTED PROGRAM IS RECOMMENDED (EFFECTIVE 1968) FOR A COMPLETE SUMMER SCHOOL OF GLASS IN MURANO, ITALY WHERE ARTISTS, TEACHERS AND ARCHITECTS CAN BE TRAINED QUICKLY AND ECONOMICALLY. (JS)

144

ED025224 24 HE000346
A PLANNED SURVEY COURSE IN BRITISH COMMONWEALTH LITERATURE FOR AMERICAN COLLEGE STUDENTS. FINAL REPORT.
ROBERTSCN, ROBERT T.
VIRGINIA POLYTECHNIC INST., BLACKSBURG.
RMQ66004
CRP-S-471
BR-5-8302

MAR 68
OEC-6-10-195
53P.

/ *ENGLISH LITERATURE/ *HIGHER EDUCATION/ LITERATURE/ *LITERATURE PROGRAMS/ *LITERATURE REVIEWS/ POETRY/ SHORT STORIES/ STUDENT PARTICIPATION/ SURVEYS/ *TEACHING

/ *BRITISH COMMONWEALTH LITERATURE

TO ENCOURAGE THE TEACHING OF BRITISH COMMONWEALTH LITERATURE TO AMERICAN UNIVERSITY STUDENTS, A BROAD RANGING SURVEY COURSE WAS DESIGNED IN WHICH THE MATERIAL WAS THEMATICALLY ORGANIZED. A GREAT BODY OF LITERATURE FROM THE 13 COUNTRIES WAS SCRUTINIZED IN ORDER TO SELECT 147 REPRESENTATIVE POEMS AND SHORT STORIES FOR AN ANTHOLOGY. AN EFFECTIVE METHOD WAS DEVISED FOR STUDENTS TO PARTICIPATE IN THE SELECTION AND EVALUATION OF THE LITERATURE. IN ADDITION TO THE NEW ANTHOLOGY, A "HANDBOOK" OF BACKGROUND MATERIALS ON THE AUTHORS AND COUNTRIES WAS COMPILED AND BOTH WORKS WILL BE LARGELY INCORPORATED INTO A NEW PUBLISHED COLLEGE TEXT ON WORLD LITERATURE IN ENGLISH. THE COURSE THAT EMERGED FROM THIS RESEARCH CONCENTRATED MAINLY ON THE LITERATURES OF 4 COUNTRIES--CANADA, AUSTRALIA, NEW ZEALAND, SOUTH AFRICA--AND TENDED TO BECOME NOT A SURVEY COURSE IN BRITISH LITERATURE BUT A COURSE IN THE COMPARATIVE STUDY OF THOSE LITERATURES. ALTHOUGH THE PROJECT COULD HAVE BEEN MORE COMPLETE, MUCH WAS LEARNED ABOUT THIS LARGE BUT NEGLECTED BODY OF WRITING IN ENGLISH AND AN EFFECTIVE STUDENT-TESTED TEACHING TOOL--THE THEMATIC ANTHOLOGY--WAS DEVELOPED AND USED. THE APPENDICES INCLUDE A PRELIMINARY ANTHOLOGY SELECTION, PROPOSED THEMATIC ORGANIZATION, COURSE BOOK LISTS AND OUTLINES, AND CLASS THEMES, TESTS AND EXAMS. (JS)

145

ED026388 24 TE001231
HANDBOOK TO THE STUDY OF BRITISH COMMONWEALTH LITERATURE IN ENGLISH.
ROBERTSON, R. T., ED.
VIRGINIA POLYTECHNIC INST., BLACKSBURG.
RMQ66004
UAOE-S-471; VPI-31501-A
BR-5-8302
63P.

DOCUMENT NOT REPRODUCIBLE. A COPY FOR REFERENCE IS AVAILABLE AT THE ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820.

DOCUMENT NOT AVAILABLE FROM EDRS.

/ AFRICAN CULTURE/ *BIBLIOGRAPHIES/ *BIOGRAPHIES/ BOOKS/ *LITERATURE / LITERATURE GUIDES/ NOVELS/ POETRY/ SHORT STORIES/ *VOCABULARY

/ AFRICA/ AUSTRALIA/ *BRITISH COMMONWEALTH/ CANADA/ NEW ZEALAND

THIS HANDBOOK (FOR USE WITH R. T. ROBERTSON'S "TERRA INCOGNITA") CONTAINS THREE KINDS OF STUDY AIDS: (1) NOTES ON OVER 100 BRITISH COMMONWEALTH AUTHORS, (2) A CHRONOLOGICAL ARRANGEMENT (1830-1930) OF THE WORKS OF THE ABOVE AUTHORS, AND (3) GLOSSARIES OF PROPER NAMES, LOCAL SLANG, AND OTHER UNUSUAL TERMS FOUND IN LITERARY WORKS FROM NEW ZEALAND, AUSTRALIA, AFRICA, AND CANADA. (LH)

146

ED026967 48 HE000656
INTRODUCING ISLAMIC CIVILIZATION: COURSE SYLLABUS.
SMITH, REUBEN W., ED.
CHICAGO UNIV., ILL.
RMQ66004
BR-5-1291
67
OEC-5-14-055
CENTER FOR MIDDLE EASTERN STUDIES, UNIVERSITY OF CHICAGO, 1130 EAST 59TH STREET, CHICAGO, ILLINOIS 60637
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *ARABIC/ ART/ *ASIAN HISTORY/ *COURSE CONTENT/ CURRICULUM/ GEOGRAPHY/ *HIGHER EDUCATION/ HISTORY/ *ISLAMIC CULTURE/ LITERATURE
/ ARABS/ *ISLAMIC CIVILIZATION

THE SYLLABUS REFLECTS A COURSE IN ISLAMIC CIVILIZATION TAUGHT AT THE UNIVERSITY OF CHICAGO AND INCLUDES THE RECOMMENDATIONS OF PARTICIPANTS AT A CONFERENCE ON THE PROBLEMS OF PRESENTING SUCH A COURSE. THE "CIVILIZATION APPROACH" OFFERS A PANORAMIC VIEW OF VARIOUS RELATED FIELDS, AFFORDS A PERSPECTIVE ON THE PROBLEMS OF ANALYZING CHANGES OVER TIME, AND OFFERS INSIGHT INTO THE VERY NATURE OF CIVILIZATION. THE SYLLABUS WAS DESIGNED TO GUIDE THE INSTRUCTOR TO ESSENTIAL SUBJECTS, SUGGEST MAJOR PROBLEMS HE WOULD ENCOUNTER IN PRESENTING THEM, LIST THE BEST REFERENCE WORKS AVAILABLE, YET ALLOW HIM A WIDE CHOICE IN TOPIC AND METHOD OF PRESENTATION. AFTER AN EXPLANATION OF THE STRUCTURE OF THE COURSE AND USE OF THE SYLLABUS, THERE IS MATERIAL ON: TRANSLITERATION, THE MUSLIM CALENDAR, REFERENCE WORKS, EUROPEAN INTERPRESTATIONS OF ISLAMIC HISTORY AND CIVILIZATION, GEOGRAPHY, POLITICAL EVENTS TO THE 11TH CENTURY, THE RELIGIOUS MESSAGE AND ITS INSTITUTIONALIZATION, ARABIC LITERATURE TO THE 11TH CENTURY, POLITICAL EVENTS FROM THE 11TH TO 16TH CENTURY, SUFISM AND LITERATURE FROM THE 11TH TO 16TH CENTURY, SCIENTIFIC AND PHILOSOPHICAL ACHIEVEMENTS TO THE 16TH CENTURY, ISLAMIC VISUAL ARTS, SOCIOECONOMIC CHANGES, EXPANSION BEYOND THE HEARTLAND, INTEGRATION, OTTOMAN, SAFAVI, AND MUGHUL EMPIRES, THE IMPACT OF THE MODERN WORLD ON PATTERNS OF INVESTMENT AND TRADE AND ON THE ISLAMIC PEOPLES--THEIR POLITICAL AND CULTURAL ATTITUDES AND SOCIAL STRUCTURE. (JS)

147

ED027862 24 HE000872
THE CALTECH POLITICAL MILITARY EXERCISE.
MUNGER, E. S.; AND OTHERS
CALIFORNIA INST. OF TECH., PASADENA.
RMQ66004
BR-7-I-019
29 SEP 67
OEG-4-7-070019-3086
38P.

/ *EDUCATIONAL GAMES/ *HIGHER EDUCATION/ *INTERNATIONAL EDUCATION/ LEADERSHIP TRAINING/ POLITICAL ISSUES/ *POLITICAL SCIENCE/ *ROLE PLAYING
/ *CALTECH POLITICAL MILITARY EXERCISE.

THE CALTECH POLITICAL MILITARY EXERCISE (PME) IS A GAME IN WHICH PLAYERS ASSUME ROLES OF LEADERS OF VARIOUS COUNTRIES AND ATTEMPT TO ACT AS THEY THINK THESE LEADERS WOULD IN A TIME OF INTERNATIONAL CRISES. THE MAIN PURPOSES OF THE EXERCISE ARE (1) TO PROVIDE STUDENTS WITH AN EXPERIENCE IN CRISIS DIPLOMACY AND POLICY FORMATION, AND (2) TO PROVIDE A CASE STUDY OF "CRISIS" IN GROUP DYNAMICS. RULES FOR THE GAME ARE FLEXIBLY DESIGNED TO PERMIT CREATIVITY ON THE PART OF THE PLAYERS, WHO ARE ASSIGNED TO ROLES ON THE BASIS OF THEIR LEADERSHIP QUALITIES AND THEIR KNOWLEDGE OF THE COUNTRY IN WHICH THE GAME IS TO BE PLAYED. A PME COMMITTEE IS RESPONSIBLE FOR PROVIDING THE FRAMEWORK WITHIN WHICH THE GAME IS PLAYED. THE FRAMEWORK INVOLVES A POLITICAL CRISES THAT DETERMINES THE INITIAL ACTIONS OF THE PME, A SCENARIO THAT BRIDGES THE SPAN FROM CURRENT TIME TO THE TIME OF THE CRISIS, AND A COMPLEMENT OF TEAMS TO PLAY THE PME. A CONTROL BOARD, ON WHICH THE SUCCESS OF THE GAME DEPENDS, KEEPS THE GAME RUNNING SMOOTHLY AND REPRESENTS GROUPS SUCH AS AMBASSADORS, SPIES, AND UNREPRESENTED COUNTRIES THAT ARE NOT REPRESENTED IN THE GAME. IN 1967, CALTECH EXPERIMENTED WITH A DOUBLE GAME THAT REQUIRED 2 CONTROL BOARDS AND DEALT WITH THE INTERNATIONAL ASPECT OF PREVIOUS GAMES AND THE COMPLEXITIES OF INTERNAL US DECISION-MAKING. THE DOCUMENT DESCRIBES THIS GAME, SOME OF THE DIFFICULTIES ENCOUNTERED, AND HOW IT DIFFERS FROM PREVIOUS GAMES. (WM)

148

ED031098 24 EM007378
TEACHING ASIAN THOUGHT AND CULTURE VIA TELEVISION; A PILOT STUDY. FINAL REPORT.
KENNEDY, CHARLES A.
VIRGINIA POLYTECHNIC INST., BLACKSBURG.
RMQ66004
BR-8-C-053
15 JUN 69
OEG-3-9-080053-0002-010
26P.

/ ART PRODUCTS/ *ASIAN HISTORY/ COLLEGE STUDENTS/ ETHNIC STUDIES/ FILMS/ FILMSTRIPS/ ISLAMIC CULTURE/ *NON WESTERN CIVILIZATION/ *RELIGIOUS CULTURAL GROUPS/ SLIDES/ STUDENT PARTICIPATION/ *TELEVISED INSTRUCTION/ *VIDEO TAPE RECORDINGS

A DEARTH OF TEACHERS, INSTRUCTIONAL MATERIALS, AND SPACE GAVE RISE TO THIS PILOT STUDY ON THE EFFECTIVENESS OF TEACHING ASIAN THOUGHT AND CULTURE BY TELEVISION. TWO GROUPS, EACH OF 30 STUDENTS, WERE PRESENTED WITH TWO VERSIONS OF A COURSE ENTITLED "INTRODUCTION TO RELIGION" (ISLAM). ONE GROUP RECEIVED THE EXISTING COURSE, WHILE THE OTHER RECEIVED A TELEVISION-ORIENTED VERSION. THE TELEVISION VERSION TOOK THE FORM OF TEN HALF-HOUR PROGRAMS AND WAS REINFORCED BY SLIDES AND

FILM CLIPS. THE EXPERIMENTAL STUDENTS WERE EACH GIVEN A LECTURE OUTLINE BEFORE THEY VIEWED THE FILMS, AND WERE TESTED AFTERWARDS: ESSAY TEST, OBJECTIVE TEST, OPINIONNAIRE, AND A SHORT DAILY PAPER. THE OTHER GROUP WAS GIVEN THE SAME TESTS. THE EXPERIMENTAL GROUP WAS MORE ENTHUSIASTIC AND PERFORMED BETTER. THE TAPES ARE STILL EXTANT, AND CAN BE USED AGAIN AND AGAIN. RECOMMENDATIONS ARE MADE FOR FUTURE INVESTIGATIONS, AND AN APPENDIX CONTAINING THE LECTURE MATERIAL IS PROVIDED. (GO)

149

ED032094 24 LI001679
FEASIBILITY STUDY FOR INCORPORATING A YEAR ABROAD IN THE LIBRARY SCIENCE CURRICULUM. FINAL REPORT.
CARROLL, FRANCES LAVERNE
OKLAHOMA UNIV., NORMAN. SCHOOL OF LIBRARY SCIENCE.
RMQ66004
BR-7-G-070
29 MAY 69
OEG-7-8-000070-0026-010
52P.

/ *CURRICULUM DEVELOPMENT/ *FEASIBILITY STUDIES/ *GRADUATE STUDY/ *INTERNATIONAL PROGRAMS/ *LIBRARY EDUCATION/ LIBRARY SCIENCE

THE PURPOSE TO BE ACCOMPLISHED BY STUDY ABROAD IS THE EDUCATION OF SOCIETY THROUGH THE IMPROVEMENT OF THE EDUCATIONAL OPPORTUNITIES FOR LIBRARIANS WHO DIRECTLY INFLUENCE LIBRARIES IN THE SOCIAL ORDER. A YEAR'S STUDY ABROAD WOULD BE A MEANS OF (1) INTRODUCING THE TREATMENT OF OTHER CULTURES WHICH IS NEEDED FOR INCREASED UNDERSTANDING OF HUMAN NATURE, AND (2) ELIMINATING CULTURAL BIAS IN LIBRARIANSHIP. IN PART I THE PURPOSES OF STUDY ABROAD IN LIBRARY SCIENCE ARE LISTED AND DISCUSSED. PART II COVERS UTILIZATION OF STUDY ABROAD IN EDUCATION FOR LIBRARIANSHIP. PART III LISTS AND DISCUSSES CRITERIA FOR SELECTION OF MAJOR COOPERATING SCHOOLS IN GERMANY AND THE BRITISH ISLES. (AUTHOR/CC)

150

ED033964 24 TE499903
THE POLITICAL-MILITARY EXERCISE AS A TEACHING DEVICE IN POLITICAL SCIENCE: A HANDBOOK. FINAL REPORT.
COWARD, H. ROBERTS
CASE WESTERN RESERVE UNIV., CLEVELAND, OHIO.
RMQ66004
BR-6-8964
69
OEC-3-7-068964-2199
163P.

/ DECISION MAKING/ *FOREIGN POLICY/ FOREIGN RELATIONS/ GAMES/ GAME THEORY/ MILITARY SCIENCE/ MODERN HISTORY/ *NATIONAL DEFENSE/ POLICY FORMATION/ POLITICAL ISSUES/ *POLITICAL SCIENCE/ *SIMULATION/ STUDENT EXPERIENCE/ STUDENT MOTIVATION/ *TEACHING GUIDES/ TEACHING METHODS/ WORLD PROBLEMS

/ *POLITICAL MILITARY EXERCISES

PROCEDURES FOR THE OPERATION OF THE POLITICAL-MILITARY EXERCISE (PME) ARE DETAILED IN THIS HANDBOOK AS A MEANS OF INVOLVING POLITICAL SCIENCE STUDENTS IN THE ACTUAL DYNAMICS OF INTERNATIONAL POLICY-MAKING DECISIONS THROUGH THE PME GAME EXPERIENCE. TWO BASIC DESIGNS FOR OPERATING THE SIMULATION EXERCISE ARE PRESENTED WITH A DISCUSSION OF THE FORMAT ALTERNATIVES, FACILITIES, MATERIALS, AND ADMINISTRATIVE TECHNIQUES REQUIRED FOR EACH DESIGN. THE FIRST DESIGN, A 1- OR 2-DAY CONCENTRATED GAME, SUPPLEMENTS REGULAR CLASSROOM PROCEDURES; THE SECOND SUBSTITUTES THE PME FORMAT FOR NORMAL CLASSROOM ACTIVITY DURING A MAJOR PORTION OF THE COURSE. THE POSSIBLE IMPACT OF THE GAME ON STUDENTS, A STUDENT EVALUATION OF THE TWO METHODS, AND RECOMMENDATIONS FOR RESEARCH INTO THE EFFECTIVENESS OF THE PME AS A TEACHING DEVICE ARE ALSO DISCUSSED. APPENDICES PROVIDE EXAMPLES OF DOCUMENTS NECESSARY FOR OPERATING BOTH DESIGNS OF THE PME; STUDENT NEWSPAPER ACCOUNTS AND A STUDENT HISTORY OF THE MIDDLE EASTERN EXERCISES; A PME EVALUATION QUESTIONNAIRE FOR STUDENTS; AND A BIBLIOGRAPHY ON GAMES AND SIMULATION TECHNIQUES, ON INTERNATIONAL LAW, AND ON CONTEMPORARY PROBLEMS IN INTERNATIONAL RELATIONS AND NATIONAL SECURITY. (JB)

151

ED035329 48 FL001512

LANGUAGE AND AREA STUDIES: EAST CENTRAL AND SOUTHEASTERN EUROPE. A SURVEY.

JELAVICH, CHARLES, ED.
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK, N.Y.
RMQ66004
BR-6-2251
69
483P.
UNIVERSITY OF CHICAGO PRESS, CHICAGO, ILL.
DOCUMENT NOT AVAILABLE FROM EDRS.

/ ANTHROPOLOGY/ *AREA STUDIES/ ECONOMICS/ EUROPEAN HISTORY/ FOLK CULTURE/ FOREIGN RELATIONS/ *GRADUATE STUDY/ LANGUAGE/ LAWS/ LINGUISTICS/ LITERATURE/ NON WESTERN CIVILIZATION/ PHILOSOPHY/ POLITICAL SCIENCE/ *RESEARCH NEEDS/ RESEARCH PROJECTS/ SLAVIC LANGUAGES/ SOCIOLOGY/ *SURVEYS/ TABLES (DATA)/ *UNDERGRADUATE STUDY

EAST CENTRAL AND SOUTHEASTERN EUROPE, CONSIDERED AS "EASTERN ERUOPE," ARE THE SUBJECT OF A THREE-YEAR SURVEY OF LANGUAGE AND AREA STUDIES UNDERTAKEN BY SEVERAL COMMITTEES OF SPECIALISTS OF THE AMERICAN COUNCIL OF LEARNED SOCIETIES. FOUR BASIC GOALS OF THE PROJECT INCLUDE: (1) A SURVEY OF GRADUATE TRAINING AND RESEARCH NEEDS, (2) AN EVALUATION OF THE ROLE OF EAST EUROPEAN STUDIES IN UNDERGRADUATE INSTRUCTION, (3) A SURVEY OF THE "STATE OF THE ART" IN 15 DISCIPLINES, AND (4) A TWO-VOLUME BIBLIOGRAPHY AND REFERENCE GUIDE OF 6,000

ANNOTATED TITLES. THIS BOOK COMPRISES THE RESEARCH FINDINGS AND RECOMMENDATIONS OF LEADING SCHOLARS UNDER THE FOLLOWING CHAPTER HEADINGS: (1) GRADUATE TRAINING AND RESEARCH NEEDS, (2) UNDERGRADUATE INSTRUCTION, (3) HISTORY, (4) INTERNATIONAL RELATIONS, (5) POLITICAL SCIENCE, (6) ECONOMICS, (7) DEMOGRAPHY, (8) GEOGRAPHY, (9) SOCIOLOGY, (10) ANTHROPOLOGY, (11) LAW, (12) PHILOSOPHY, (13) LITERATURE, (14) FOLKLORE AND ETHNOMUSICOLOGY, (15) MUSICOLOGY, (16) LINGUISTICS, (17) A SURVEY OF WEST AND SOUTH SLAVIC LANGUAGES, AND (18) A SURVEY OF ALBANIAN, HUNGARIAN, MODERN GREEK, AND ROMANIAN LANGUAGES. TABLES ARE OCCASIONALLY USED AND AN AUTHOR INDEX IS PROVIDED. (RL)

152

ED036281 24 HE001401
THE AFRICAN EXPERIENCE. VOLUME I: SYLLABUS LECTURES; VOLUME II: BIBLIOGRAPHIC REFERENCES; VOLUME IIIA: INTRODUCTORY ESSAYS; VOLUME IIIB: INTRODUCTORY ESSAYS.
PADEN, JOHN N.; SOJA, EDWARD W.
NORTHWESTERN UNIV., EVANSTON, ILL.
RMQ66004
BR-6-2863
SEP 69
OEC-3-7-062863-1661
1352P.
NORTHWESTERN UNIVERSITY PRESS, EVANSTON, ILLINOIS 60201 (HARDBACK-$30, PAPER-$15; SINGLE VOLUMES ALSO AVAILABLE)

/ *AFRICAN AMERICAN STUDIES/ AFRICAN CULTURE/ AFRICAN HISTORY/ AFRICAN LANGUAGES/ *BIBLIOGRAPHIES/ CULTURAL EDUCATION/ *CURRICULUM/ *HIGHER EDUCATION/ *INSTRUCTIONAL MATERIALS
/ *AFRICA

IN RESPONSE TO DEMANDS FOR MORE AND BETTER TEACHING ABOUT AFRICA IN AMERICAN HIGHER EDUCATION, THE US OFFICE OF EDUCATION REQUESTED THAT THE PROGRAM OF AFRICAN STUDIES AT NORTHWESTERN UNIVERSITY GENERATE A SET OF TEACHING MATERIALS WHICH COULD BE USED IN INTRODUCTORY UNDERGRADUATE COURSES. INCLUDED IN THESE VOLUMES, THESE MATERIALS PROVIDE REFERENCE SOURCES, INFORMATION FOR CLASSROOM USE, AND ORIGINAL INTRODUCTORY ESSAYS ON THE AFRICAN EXPERIENCE. VOLUME I CONTAINS ABOUT 90 TOPIC SUMMARIES TO AID TEACHERS IN PREPARING LECTURES FOR A 1-YEAR INTRODUCTORY COURSE. THE TOPICS COVER THE SOCIAL, CULTURAL, ECONOMIC, AND POLITICAL DEVELOPMENT OF AFRICA FROM PRIMITIVE THROUGH MODERN TIMES. VOLUME II CONTAINS A BIBLIOGRAPHY OF OVER 2500 REFERENCES DIVIDED INTO 5 MAJOR CATEGORIES: 1) INTRODUCTORY WORKS OR REQUIRED STUDENT READINGS; 2) RESEARCH MATERIAL FOR MORE ADVANCED STUDENTS; 3) AVAILABLE BUT RELATIVELY INACCESSIBLE WORKS SUCH AS DISSERTATIONS, CONFERENCE PROCEEDINGS, ETC.; 4) AFRICAN CASE STUDIES; AND 5) THEORETICAL WORKS OR CLASSIC CASE STUDIES. VOLUME III CONTAINS 25 ORIGINAL ESSAYS IN 5 MAJOR AREAS: 1) AFRICAN SOCIETY AND CULTURE; 2) PERSPECTIVES ON THE PAST; 3) PROCESSES OF SOCIAL CHANGE; 4) CONSOLIDATION OF NATION-STATES; AND 5) AFRICA AND THE MODERN WORLD. (DS)

153

ED037166 24 HE001448
THE DEVELOPMENT OF A SYLLABUS OF HISTORICAL MATERIALS FOR TEACHING DANCE HISTORY AT THE COLLEGE LEVEL. FINAL REPORT.
WYNNE, SHIRLEY S.
OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION.
RMQ66004
BR-7-E-042
NOV 69
OEG-1-7-070042-3773
121P.

/ *CURRICULUM/ *DANCE/ *FINE ARTS/ *HIGHER EDUCATION/ *HISTORY INSTRUCTION/ HUMANITIES

THE DEARTH OF SCHOLARLY WORKS AND APPROPRIATE MATERIALS FOR THE TEACHING OF SUBJECTS IN DANCE HISTORY LED TO THE REQUEST FOR SUPPORT OF THIS PROJECT. THE AIM OF THE PROJECT WAS TO REVIEW THE MATERIALS IN DANCE HISTORY FROM 1660 TO 1880 IN FRANCE AND ENGLAND, TO PREPARE A CLASSIFICATION SYSTEM WITHIN WHICH THE MATERIALS COULD BE ORGANIZED, AND TO COLLECT SELECTED PRIMARY REFERENCES, BOTH LITERARY AND VISUAL, INTO A SOURCE BOOK WHICH COULD SERVE AS A SUPPLEMENTARY TEXT FOR COURSES IN DANCE HISTORY ON THE UPPER DIVISION UNDERGRADUATE AND GRADUATE LEVEL. THE SOURCE BOOK IS DIVIDED INTO 5 MAIN SECTIONS: 1)THE BAROQUE BALLET: FRENCH ACADEMIC CLASSICISM, 1660 TO 1715; 2)THE TRANSITIONAL ENGLISH SCHOOL: FROM COURT TO MIDDLE CLASS THEATER, 1660 TO 1740; 3)PERFECTION WITHIN CONVENTION: THE SOLOISTS OF THE FRENCH ACADEMY, 1715 TO 1760; 4)ACADEMICISM VERSUS INNOVATION, 1760 TO 1800; AND 5)FIN DE SIECLE. A COLLATION OF VARIOUS EDITIONS OF HISTORICAL WORKS, MORE VISUAL REFERENCES, AND INTERPRETATIONS OF HISTORICAL NOTATION SYSTEMS NEED TO BE MADE AVAILABLE TO FURTHER DANCE HISTORY EDUCATION. (DS)

154

ED038951 24 HE001600
INTERNATIONALIZING AMERICAN HIGHER EDUCATION: INNOVATION AND STRUCTURAL CHANGE. PROJECT TITLE: CURRICULUM AND ORGANIZATION: ASIAN AND AFRICAN STUDIES.
GUMPERZ, ELLEN MCDONALD
CALIFORNIA UNIV., BERKELEY. CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION.
BBB00502
BR-5-0248
70
OEG-6-10-106
272P.

/ *AFRICAN HISTORY/ *ASIAN HISTORY/ CURRICULUM/ CURRICULUM DEVELOPMENT/ *CURRICULUM RESEARCH/ *EDUCATIONAL RESEARCH/ *HIGHER

EDUCATION/ RESEARCH

THIS STUDY CONSIDERS THE PROGRAMS OF "FOREIGN AREA STUDIES" IN AMERICAN HIGHER EDUCATION AS A CASE OF CURRICULAR INNOVATION AND SEEKS TO DETERMINE THEIR IMPACT UPON THE EDUCATIONAL SYSTEM. THE REPORT (1) ASSESSES THE IMPACT OF INTERNATIONAL PROGRAMS BY ANALYZING THE RELATIONSHIPS BETWEEN PROGRAMS AND THEIR INSTITUTIONAL SETTINGS; (2) COMPARES CHANGES PRODUCED BY INNOVATION IN THE INSTITUTIONS STUDIED; AND (3) DISCUSSES REASONS FOR VARIOUS IMPACTS OF PROGRAMS ON THE NATIONAL LEVEL. THE 15 PAGE CONCLUSION SUMMARIZES THE REPORT WITH EMPHASIS ON 4 SIGNIFIGANT VARIABLES:(1) THE DEGREE TO WHICH THE INSTITUTION HAS PRECONCEPTIONS GOVERNING ITS CURRICULA; (2) THE POSITION OF THE ORIGINATORS OF THE FOREIGN AREAS PROGRAM WITHIN THE INSTITUTION; (3) THE STRUCTURE OF DECISION MAKING ABOUT CURRICULAR MATTERS WITHIN THE INSTITUTION AND (4) THE CHARACTER OF SCHOLARLY TRADITIONS GOVERNING THE STUDY OF PARTICULAR WORLD REGIONS. (AUTHOR/NF)

155

ED040890 SO000063
MANUAL FOR THE INTERNATIONAL RELATIONS LABORATORY.
PIRRO, ELLEN B.; SNYDER, STEPHEN
MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF POLITICAL SCIENCE.
FGK57295; RMQ66000
69
OEG-3-7-061513-0058
127P.

/ *COLLEGE CURRICULUM/ DATA ANALYSIS/ *FOREIGN RELATIONS/ INSTRUCTIONAL MATERIALS/ *LABORATORY MANUALS/ MANUALS/ *POLITICAL SCIENCE/ *RESEARCH METHODOLOGY/ RESEARCH SKILLS/ STATISTICAL ANALYSIS/ SUPPLEMENTARY TEXTBOOKS

THIS MANUAL IS THE FIFTH IN A SERIES AIMED AT GIVING UNDERGRADUATE STUDENTS SOPHISTICATION IN DEALING WITH ACTUAL RESEARCH PROBLEMS, AND IN THE DISCOVERY AND EXAMINATION OF DATA. IT IS INTENDED AS A SUPPLEMENT TO A REGULAR INTERNATIONAL RELATIONS PROGRAM. AS A LABORATORY MANUAL, IT MAKES CERTAIN SUGGESTIONS FOR TOOLS AND TECHNIQUES. SOME EXERCISES ARE INTENDED TO BE INTRODUCTORY; OTHERS PRESUPPOSE STATISTICAL TRAINING AND EXPERIENCE IN DATA ANALYSIS. CONCEPTS AND METHODS COVERED ARE: CONFLICT BEHAVIOR AND AGGREGATE DATA, INTERNATIONAL IMAGES, SURVEY ANALYSIS, ATTITUDE MEASUREMENT AND CONTENT ANALYSIS, DECISION MAKING AND SIMULATION, POLITICAL COMMUNITY FORMATION, VOTING BEHAVIOR ANALYSIS, INTERNATIONAL REGIONALISM, GAME THEORY, FACTOR ANALYSIS. EXERCISES CAN BE TAILORED TO MEET THE DEMANDS OF RESEARCH FACILITIES IN PARTICULAR PLACES. ASSIGNED AND SUPPLEMENTARY READING, A CODEBOOK, AND A GLOSSARY ARE INCLUDED. ED 026 028 REFERENCES THE OTHER MANUALS IN THIS SERIES. (SBE)

156

ED040906 24 SO000142
DEVELOPMENT OF A CURRICULAR PLAN AND MATERIALS FOR THE TEACHING OF A COLLEGE LEVEL COURSE ON THE ECONOMIC AND SOCIAL DEVELOPMENT OF LATIN AMERICA. FINAL REPORT.
THORN, RICHARD S.
PITTSBURGH UNIV., PA.
RMQ66004
BR-8-E-049
31 JAN 70
OEC-0-8-080049-3655
57P.

/ *AREA STUDIES/ *COLLEGE CURRICULUM/ COURSE CONTENT/ CURRICULUM DEVELOPMENT/ *CURRICULUM GUIDES/ ECONOMIC DEVELOPMENT/ *INSTRUCTIONAL MATERIALS/ *LATIN AMERICAN CULTURE/ SOCIAL DEVELOPMENT

THE FIRST PART OF THIS PROJECT REPORT, APPENDIX 1, IS THE CURRICULUM OUTLINE WHICH HAS BEEN USED FOR THE AUTHOR'S COURSE IN ECONOMIC DEVELOPMENT IN LATIN AMERICA. IT TAKES A PREPONDERANTLY PROBLEM-ORIENTED AND SECTIONAL APPROACH. THE MAIN UNITS, FOLLOWING AN INTRODUCTORY SURVEY OF THE LATIN AMERICAN REGION AND ITS PEOPLE AND INSTITUTIONS, ARE: ECONOMIC AND SOCIAL DEVELOPMENT IN LATIN AMERICA: BACKGROUND AND THEORIES, AND FINANCING DEVELOPMENT. BIBLIOGRAPHIES, PARTIALLY ANNOTATED, ARE KEYED TO EACH OF THE 16 SECTIONS OF THE UNITS. APPENDIX 2, BIBLIOGRAPHY OF ECONOMIC DEVELOPMENT ISSUES IN LATIN AMERICA, COMPRISES THE MAJOR PORTION OF THE REPORT. THE BIBLIOGRAPHIES CONTAIN MATERIALS WHICH GIVE BOTH LATIN AMERICAN AND FOREIGN VIEWPOINTS AND APPROACHES TO ISSUES AFFECTING LATIN AMERICAN DEVELOPMENT, THE ROLE OF THE UNITED STATES IN LATIN AMERICAN DEVELOPMENT, AND EFFORTS AT MULTILATERAL COOPERATION SUCH AS THE ALLIANCE FOR PROGRESS. MANY OF THE OVER 500 ENTRIES ARE THEREFORE IN SPANISH. A SECOND PHASE OF THE PROJECT STILL IN PROGRESS IS THE TRANSLATION OF SELECTED MATERIALS WRITTEN IN SPANISH IN TO ENGLISH FOR THE INSTRUCTION OF NON-SPANISH READING STUDENTS. (DJB)

157

ED041269 48 AL002471
INVESTIGATION OF THE USE OF PHOTODOCUMENTS IN THE TEACHING OF THE LANGUAGES, CULTURES, AND CIVILIZATION OF THE NEAR EAST. FINAL REPORT.
SMITH, MYRON BEMENT
PRATT INSTITUTE, BROOKLYN, N.Y.
BBB02054
NDEA-6-602
BR-5-1236
JUN 70
OEC-2-14-021
224P.

/ AFRICAN CULTURE/ ARABS/ ARCHAEOLOGY/ ARCHIVES/ *AREA STUDIES/

AUDIOVISUAL AIDS/ *AUDIOVISUAL INSTRUCTION/ CROSS CULTURAL STUDIES/ INFORMATION CENTERS/ INSTRUCTIONAL MATERIALS CENTERS/ LIBRARY COLLECTIONS/ *LIBRARY MATERIALS/ LIBRARY REFERENCE SERVICES/ *MIDDLE EASTERN HISTORY/ REFERENCE MATERIALS/ *SLIDES/ SPECIAL LIBRARIES/ SURVEYS

/ *ISLAMIC ARCHIVES/ PHOTODOCUMENTS

A STUDY WAS MADE OF THE NEED, ROLE, AND AVAILABILITY OF PHOTODOCUMENTS IN TEACHING THE LANGUAGES, CULTURES, AND CIVILIZATION OF THE NEAR EAST. THE PRINCIPAL INVESTIGATOR TAPE-RECORDED INTERVIEWS WITH 56 SCHOLARS REPRESENTING VARIOUS DISCIPLINES AT 17 AMERICAN COLLEGES AND UNIVERSITIES. (SUMMARIES OF THESE INTERVIEWS ARE INCLUDED IN THIS REPORT.) THE SCHOLARS STATED THEIR PHOTODOCUMENTARY NEEDS IN TEACHING AND RESEARCH, THEIR METHODS OF USING PHOTODOCUMENTS, AND THEIR DIFFICULTIES AND FRUSTRATIONS IN FINDING THE REQUIRED MATERIALS. IN ADDITION, 29 TEST SETS OF SLIDES FROM THE ISLAMIC ARCHIVES IN WASHINGTON, D.C. WERE SENT TO PROFESSORS IN 12 COLLEGES AND UNIVERSITIES FOR CLASSROOM USE. THEIR WRITTEN RESPONSES EXPLAIN HOW A SET OF SLIDES ON A SPECIFIC SUBJECT WAS USED AND WHAT THE CLASSROOM RESULTS WERE. REPRESENTATIVES FROM THREE U.S. GOVERNMENT AGENCIES ALSO EXAMINED TEST SETS AND DESCRIBED THEIR NEED FOR PHOTODOCUMENTS. THERE WAS AN "OVERWHELMING CONSENSUS" THAT APPROPRIATE PHOTODOCUMENTS ARE ESSENTIAL IN TEACHING NEAR/MIDDLE EASTERN STUDIES, THAT MORE AND BETTER PHOTODOCUMENTS ARE NEEDED, AND THAT COMMERCIAL SOURCES ARE GENERALLY UNSATISFACTORY. A LIMITED INVESTIGATION INDICATED THAT TOURISTS AND SCHOLARS WOULD BE WILLING TO ALLOW THEIR SLIDES AND PHOTOGRAPHS TO BE DUPLICATED AND PLACED IN A CENTRAL REPOSITORY. (AUTHOR/JD)

158

ED044658 48 AL002620

FIFTEEN MODERN POLISH SHORT STORIES; AN ANNOTATED READER AND A GLOSSARY.

SCHENKER, ALEXANDER M.

YALE UNIV., NEW HAVEN, CONN.

BB802054

BR-9-7702

70

OEC-0-9-097702-1251

186P.; YALE LINGUISTIC SERIES

YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511 ($3.75)

DOCUMENT NOT AVAILABLE FROM EDRS.

/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ *POLISH/ *POLISH LITERATURE/ *READING MATERIALS/ *SHORT STORIES

THIS COLLECTION OF SHORT STORIES IS INTENDED FOR FIRST- AND SECOND-YEAR STUDENTS OF THE POLISH LANGUAGE. IN HIS SELECTION, THE AUTHOR HAS CHOSEN ONLY PUBLICATIONS AFTER WORLD WAR II, TO ASSURE UP-TO-DATE LANGUAGE. EACH WRITER IS REPRESENTED BY ONE STORY ONLY, TO PROVIDE STYLISTIC VARIETY. STORIES WHOSE ACTION IS SET IN CONTEMPORARY POLAND, WHICH HAVE "ARTISTIC MERIT AND ARE REPRESENTATIVE OF MODERN POLISH WRITING," HAVE BEEN INCLUDED; THOSE WITH AN "INTRICATE

LINGUISTIC AND NARRATIVE TEXTURE" OR WHICH PRESUPPOSE ANY KNOWLEDGE OF POLISH HISTORY AND TRADITIONS HAVE BEEN EXCLUDED. THE SELECTIONS ARE ARRANGED IN ORDER OF INCREASING DIFFICULTY AND ARE SUPPLIED WITH NOTES AND A GLOSSARY. THEY ARE NOT ADAPTED OR SIMPLIFIED. THIS TEXT MAY BE USED AS A COMPANION VOLUME TO THE AUTHOR'S "BEGINNING POLISH" (YALE UNIVERSITY PRESS, 1966, 1967). (AMM)

159

ED044955 FL001950
FILM-RECITAL AND FRENCH POEMS; CULTURAL COMMENTARY.
NOSTRAND, HOWARD L.; AND OTHERS
WASHINGTON UNIV., SEATTLE.
RMQ66000
70
OEC-4-14-010
187P.; REVISED EDITION, ORIGINAL PUBLISHED 1964
HC NOT AVAILABLE FROM EDRS.

/ CROSS CULTURAL STUDIES/ *CULTURAL BACKGROUND/ CULTURAL CONTEXT/ EXPRESSIVE LANGUAGE/ *FILM STUDY/ *FRENCH/ *LANGUAGE INSTRUCTION/ LANGUAGE RHYTHM/ LANGUAGE ROLE/ LESSON PLANS/ LITERATURE/ PARALINGUISTICS/ *POETRY/ SOCIOCULTURAL PATTERNS/ SOCIOLINGUISTICS/ TEACHING TECHNIQUES/ VERSIFICATION

TWENTY CHAPTERS OF COMMENTARY ON THE FILMED POETRY RECITATION OF PIERRE VIALA CONCENTRATE ON DEVELOPING INSIGHT INTO THE CULTURAL AND SOCIAL BACKGROUND OF FRENCH LANGUAGE AND LITERATURE. SUGGESTIONS FOR TEACHING THE POEMS ARE FOLLOWED BY DISCUSSION OF POSSIBLE ELEMENTS OF A PLAN FOR TEACHING A POEM AND REMARKS ABOUT A "BACKWARD BUILD-UP" TECHNIQUE OF LANGUAGE DRILL. THE POEMS ARE TAKEN FROM THE WRITING OF ROBERT DESNOS, RAYMOND GRENIER, CHARLES CROS, CHARLES D'ORLEANS, PAUL VERLAINE, JACQUES PREVERT, PIERRE DE RONSARD, ARTHUR RIMBAUD, CHARLES BAUDELAIRE, AND ALPHONSE DAUDET. SPECIAL ATTENTION IS PAID TO THE NOTION OF KINESICS AND PARALANGUAGE IN THE COMMENTARY ON THE FILM. A CHAPTER ON FRENCH VERSIFICATION, BASED ON THE POEMS USED IN THIS FILM, CONCLUDES THE STUDY. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (RL)

160

ED049657 FL002176 .71.
TEACHING ANCIENT HISTORY TODAY. ERIC FOCUS REPORTS ON THE TEACHING OF FOREIGN LANGUAGES, NUMBER 22.
POHLSANDER, HANS A.
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, NEW YORK, N.Y.; MODERN LANGUAGE ASSOCIATION OF AMERICA, NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES.
RMQ66000
12P.
MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVE., NEW YORK, N.Y. 10011 ($.25)

/ *ANCIENT HISTORY/ ARCHAEOLOGY/ BIBLIOGRAPHIES/ *CLASSICAL LANGUAGES/ *CULTURAL EDUCATION/ GREEK/ GREEK CIVILIZATION/ GREEK LITERATURE/ HISTORY/ INSTRUCTIONAL PROGRAM DIVISIONS/ *LANGUAGE INSTRUCTION/ LATIN/ LATIN LITERATURE/ *TEACHING METHODS

THIS REPORT PRESENTS A RATIONALE FOR THE STUDY OF ANCIENT HISTORY EMPHASIZING THE INTERRELATIONSHIP OF ALL PERIODS OF HISTORY AND THE ARBITRARY NATURE OF THE SUBJECT'S DIVISION INTO TEMPORAL OR GEOGRAPHICAL SEGMENTS. POINTING OUT THAT SIGNIFICANT DISCOVERIES ARE CONSTANTLY BEING MADE, THE AUTHOR STRESSES THE IMPORTANCE OF THE CLASSICS TEACHER'S ACQUAINTANCE WITH CURRENT LITERATURE ON THIS AND OTHER RELEVANT TOPICS. THE PAPER DISCUSSES THE RELATIONSHIP OF ARCHAEOLOGY, CHRONOLOGY, GEOGRAPHY, LANGUAGES, AND THE ARTS WITH ANCIENT HISTORY AND SUGGESTS AUDIOVISUAL AIDS AND OTHER SOURCE MATERIALS FOR USE IN THE CLASSROOM. CONCLUDING REMARKS FOCUS ON THE CLASSICAL LANGUAGES VIS-A-VIS ANCIENT HISTORY. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED. (CM/RL)

161

ED050626 FL002202 70
SYLLABUS FOR USE IN MANDARIN CHINESE LANGUAGE IV.
LEE, PICKERING CHANG-SHOU
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
18P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ AUDIOLINGUAL METHODS/ CHINESE/ CHINESE CULTURE/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ LANGUAGE PROGRAMS/ *MANDARIN CHINESE / *MODERN LANGUAGES/ NON WESTERN CIVILIZATION/ PROGRAM DEVELOPMENT/ *SECONDARY SCHOOLS/ SINO TIBETAN LANGUAGES

THIS SYLLABUS FOR TEACHERS OF THE FOURTH YEAR OF A COURSE IN MANDARIN CHINESE IS BASED ON THE TEXTS "INTERMEDIATE CHINESE" AND "BEGINNING CHINESE READER" BY JOHN DEFRANCIS. THE OBJECTIVES AND SCOPE OF THE THIRD YEAR FOCUS ON INCREASING TRANSLATION SKILLS; DEVELOPING AN UNDERSTANDING OF COMMUNIST CHINA; AND EXPANDING RECOGNITION OF CHINESE CHARACTERS BY 1200 NEW CHARACTERS. THE EMPHASIS IN BASIC SKILLS DEVELOPMENT IS PLACED ON READING AND WRITING. SEVENTEEN UNITS ARE OUTLINED WITH SECTIONS ON CHINESE CULTURE INCLUDED. THE CULTURAL MATERIALS STRESS THE STUDY OF MODERN HISTORY IN COMMUNIST CHINA, FOCUSING ON CULTURAL DEVELOPMENTS FROM 1949 THROUGH 1969. FOR THE COMPANION DOCUMENTS SEE FL 002 203, FL 002 204, AND FL 002 205. (RL)

162

ED050627 FL002203 70
SYLLABUS FOR USE IN MANDARIN CHINESE LANGUAGE III.
LEE, PICKERING CHANG-SHOU
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000

21P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ AUDIOLINGUAL METHODS/ CHINESE/ CHINESE CULTURE/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ LANGUAGE PROGRAMS/ *MANDARIN CHINESE / *MODERN LANGUAGES/ NON WESTERN CIVILIZATION/ PROGRAM DEVELOPMENT/ *SECONDARY SCHOOLS/ SINO TIBETAN LANGUAGES

THIS SYLLABUS FOR TEACHERS OF THE THIRD YEAR OF A COURSE IN MANDARIN CHINESE IS BASED ON THE TEXTS "BEGINNING CHINESE" AND "BEGINNING CHINESE READER" BY JOHN DEFRANCIS. THE OBJECTIVES AND SCOPE OF THE THIRD YEAR FOCUS ON INCREASING LISTENING COMPREHENSION, IMPROVING CONVERSATIONAL ABILITY, COMPOSITION SKILLS, AND EXTENSIVE CHARACTER RECOGNITION. THIS COURSE EMPHASIZES READING SKILL AND TRANSLATION ABILITY WHILE COORDINATING AUDIOLINGUAL ACTIVITIES WITH READING DEVELOPMENT. SEVENTEEN UNITS ARE OUTLINED WITH SECTIONS ON CHINESE CULTURE TO BE COORDINATED WITH THE BASIC CLASSROOM INSTRUCTION. FOR THE COMPANION DOCUMENTS SEE FL 002 202, FL 002 204, AND FL 002 205. (RL)

163

ED050628 FL002204 70
SYLLABUS FOR USE IN MANDARIN CHINESE LANGUAGE I.
LEE, PICKERING CHANG-SHOU
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
27P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ AUDIOLINGUAL METHODS/ CHINESE/ CHINESE CULTURE/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ LANGUAGE PROGRAMS/ *MANDARIN CHINESE / *MODERN LANGUAGES/ NON WESTERN CIVILIZATION/ PROGRAM DEVELOPMENT/ *SECONDARY SCHOOLS/ SINO TIBETAN LANGUAGES

THIS SYLLABUS FOR TEACHERS OF THE FIRST YEAR OF A COURSE IN MANDARIN CHINESE IS BASED ON THE TEXTS "BEGINNING CHINESE" AND "BEGINNING CHINESE READER" BY JOHN DEFRANCIS. THE OBJECTIVES AND SCOPE OF THE AUDIOLINGUAL COURSE COVER ASPECTS OF CHINESE PHONOLOGY, BASIC SENTENCE PATTERNS, 200 CHARACTERS, SYNTAX, READING, WRITING, LISTENING COMPREHENSION, AND SPEAKING SKILLS. SEVENTEEN UNITS TO BE COVERED IN THE FIRST YEAR ARE OUTLINED IN THE SYLLABUS. THE STUDY OF CHINESE CULTURE IS TO BE INTEGRATED WITH THE UNITS AND CULTURAL MATERIALS ARE PROVIDED. FOR COMPANION DOCUMENTS SEE FL 002 202, FL 002 203, AND FL 002 205. (RL)

164

ED050629 FL002205 70
SYLLABUS FOR USE IN MANDARIN CHINESE LANGUAGE II.
LEE, PICKERING CHANG-SHOU
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000

23P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ AUDIOLINGUAL METHODS/ CHINESE/ CHINESE CULTURE/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ LANGUAGE PROGRAMS/ *MANDARIN CHINESE / *MODERN LANGUAGES/ NON WESTERN CIVILIZATION/ PROGRAM DEVELOPMENT/ *SECONDARY SCHOOLS/ SINO TIBETAN LANGUAGES

THIS SYLLABUS FOR TEACHERS OF THE SECOND YEAR OF A COURSE IN MANDARIN CHINESE IS BASED ON THE TEXTS "BEGINNING CHINESE" AND "BEGINNING CHINESE READER" BY JOHN DEFRANCIS. THE OBJECTIVES AND SCOPE OF THE AUDIOLINGUAL COURSE COVER CHINESE GRAMMAR, ADDITIONAL CHINESE CHARACTERS, SYNTAX, AND PHONOLOGY. EMPHASIS IS PLACED ON DEVELOPMENT OF READING AND WRITING SKILLS. SEVENTEEN UNITS ARE OUTLINED IN THE SYLLABUS, AND EXTENSIVE ADDITIONAL MATERIAL ON THE CHINESE CULTURE IS INCLUDED. FOR THE COMPANION DOCUMENTS SEE FL 002 202, FL 002 203, AND FL 002 204. (RL)

165

ED050630 FL002206 69
SYLLABUS FOR USE IN RUSSIAN LANGUAGE I.
CERNONOK, JEVGENIJ
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
31P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ *EDUCATIONAL OBJECTIVES/ GRAMMAR/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ MODERN LANGUAGES/ *RUSSIAN/ *SECONDARY EDUCATION/ TEACHING METHODS/ VOCABULARY

THE FIRST OF THREE SYLLABUSES FOR A THREE-YEAR RUSSIAN COURSE DESIGNED FOR STUDENTS BEGINNING IN GRADE 9 OUTLINES GENERAL OBJECTIVES OF THE PROGRAM AND OF THE 15 LESSONS WHICH COMPRISE THE FIRST YEAR'S INSTRUCTION. THE LESSONS ARE ORGANIZED AROUND READING EXERCISES WHICH FOCUS ON DEVELOPMENT OF COMMON EXPRESSIONS, VOCABULARY, AND GRAMMAR. FOR THE COMPANION DOCUMENTS SEE FL 002 207 AND FL 002 208. (RL)

166

ED050631 FL002207 70
SYLLABUS FOR USE IN RUSSIAN LANGUAGE II.
CERNONOK, JEVGENIJ
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
26P.; PREPARED BY THE CHINESE-RUSSIAN STUDY CENTER

/ ARTICULATION (PROGRAM)/ CULTURAL EDUCATION/ *CURRICULUM GUIDES/ *EDUCATIONAL OBJECTIVES/ GRAMMAR/ INSTRUCTIONAL MATERIALS/ *LANGUAGE INSTRUCTION/ MODERN LANGUAGES/ *RUSSIAN/ *SECONDARY EDUCATION/ TEACHING METHODS/ VOCABULARY

THE SECOND OF THREE SYLLABUSES FOR A THREE-YEAR RUSSIAN COURSE DESIGNED FOR STUDENTS IN SECONDARY SCHOOL OUTLINES GENERAL OBJECTIVES OF THE PROGRAM AND LESSONS 16 THROUGH 30. THE APPROACH TO THE SECOND YEAR COURSE EMPHASIZES LANGUAGE DEVELOPMENT THROUGH THE USE OF THE DIALOGUE, VOCABULARY EXPANSION, AND STRUCTURE DRILLS. PRINCIPAL OBJECTIVES INCLUDE VOCABULARY ACQUISITION OF 700 TO 900 WORDS AND 120 IDIOMS AND COMMON EXPRESSIONS, EMPHASIS ON LEARNING THE IMPERFECTIVE ASPECT OF RUSSIAN VERBS, AND CULTURAL ASPECTS OF RUSSIAN LIFE. FOR THE COMPANION DOCUMENTS SEE FL 002 206 AND FL 002 208. (RL)

167

ED051014 SO001195 69
SYLLABUS FOR USE IN RUSSIAN LITERATURE.
CERNONOK, JEVGENIJ
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
22P.; A PROJECT OF THE CHINESE-RUSSIAN STUDY CENTER OF THE TOLEDO PUBLIC SCHOOLS

/ *AUTHORS/ BIBLIOGRAPHIES/ CRITICAL READING/ *CURRICULUM GUIDES/ DRAMA/ HUMANITIES/ LITERARY ANALYSIS/ LITERARY GENRES/ *LITERARY HISTORY/ LITERARY INFLUENCES/ LITERATURE APPRECIATION/ LITERATURE GUIDES/ NOVELS/ POETRY/ *RUSSIAN LITERATURE/ SECONDARY GRADES/ SOCIAL STUDIES/ THEMATIC APPROACH/ *WORLD LITERATURE
/ ESEA TITLE 3/ PROJECT PACE/ *RUSSIAN HISTORY

THIS SYLLABUS OUTLINES A TWO SEMESTER COURSE TO ACCOMPANY THE BASIC TEXTBOOK: THE EPIC OF RUSSIAN LITERATURE BY MARC SLONIM. AN INTRODUCTION TO THE GUIDE GIVES A BRIEF SUMMARY OF THE HISTORY OF RUSSIAN LITERATURE AND OBJECTIVES OF THE COURSE ARE STATED, DEFINING CONCEPTS AND UNDERSTANDINGS TO BE DEVELOPED. IN ADDITION, TEACHING TECHNIQUES ARE DESCRIBED, SUGGESTING ACTIVITIES SUCH AS GROUP DISCUSSIONS, REPORTS, COMPARATIVE STUDIES, AND UTILIZING RUSSIAN HISTORY, GEOGRAPHY, AND CULTURE, ESPECIALLY FILMS AND MUSIC. COURSE CONTENT IS DIVIDED INTO CHRONOLOGICAL PERIODS, EMPHASIZING LITERARY MOVEMENTS, MAJOR AUTHORS, HISTORICAL THEMES, AND LITERARY GENRES. FIRST SEMESTER UNITS OF STUDY ARE: 1) THE BEGINNINGS; 2) POETS, PLAYWRIGHTS AND SATIRISTS OF THE EIGHTEENTH CENTURY; 3) THE NEW ERA; 4) FROM NAPOLEONIC INVASION TO THE DECEMBRISTS; 5) THE GOLDEN AGE (A. S. PUSHKIN); 6) MINOR POETS BEGINNING 19TH CENTURY; 7) N. GOGOL; AND, 8) M. LERMONTOV. TOPICS FOR THE SECOND SEMESTER ARE: 1) DREAMERS AND PHILOSOPHERS; 2) WESTERNERS AND SLAVOPHILES; 3) THE CRITICS AND THE NIHILISTS; 4) LITERARY TRENDS OF THE SIXTIES; 5) I. S. TURGENEV; 6) F. DOSTOEVSKY; 7) RUSSIAN PLAYWRITES; 8) LEO TOLSTOY; 9) MAXIM GORKY; 10) M. SHOLOKHOV; AND, 11) B. PASTERNAK. (AUTHOR/JSB)

168

ED051015 SO001196 69
SYLLABUS FOR USE IN SOVIET RUSSIAN HISTORY.
HUSUM, CAROL
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
16P.; A PROJECT OF THE CHINESE-RUSSIAN STUDY CENTER OF THE TOLEDO PUBLIC SCHOOLS

/ AFFECTIVE OBJECTIVES/ AUDIOVISUAL AIDS/ *COMMUNISM/ *COMPARATIVE ANALYSIS/ CRITICAL THINKING/ CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ DEMOCRACY/ *FOREIGN RELATIONS/ GOVERNMENT (ADMINISTRATIVE BODY)/ HISTORY INSTRUCTION/ POLITICAL SCIENCE/ SECONDARY GRADES/ SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ TEACHING METHODS/ WORLD AFFAIRS/ *WORLD HISTORY

/ INTELLECTUAL HISTORY/ MARXISM/ POLITICAL HISTORY/ REVOLUTION/ *RUSSIAN HISTORY/ SOVIET UNION

THIS SYLLABUS OUTLINES A ONE SEMESTER COURSE INTENDED TO PROVIDE A COMPREHENSIVE STUDY OF THE SOVIET UNION TODAY, AND THE RELATIONSHIP THAT RUSSIAN HAS WITH THE UNITED STATES AND THE REST OF THE WORLD. CONTENT COVERS RUSSIA'S HISTORY BEGINNING WITH THE FALL OF THE ROMANOVS WITH EMPHASIS ON THE REVOLUTIONARY MOVEMENT IN RUSSIA. THE GUIDE PRESENTS A BRIEF RATIONALE OF A COMPARATIVE STUDY APPROACH TO HISTORY INSTRUCTION, A LIST OF OBJECTIVES, AND A DESCRIPTION OF TEACHING METHODOLOGY. SUGGESTED IS A COMBINATION OF LECTURE AND STUDENT DISCUSSION, UTILIZING INDIVIDUAL RESEARCH, STUDENT PANELS, GUEST SPEAKERS, AND CLASS PROJECTS. A LIST OF CURRICULUM MATERIALS, INCLUDING TEXTS, SUPPLEMENTAL TEXTS, AND AUDIOVISUAL AIDS, IS GIVEN. THE COURSE OUTLINE IS INTRODUCED BY A BRIEF DISCUSSION OF THE PROVISIONAL GOVERNMENT FOLLOWED BY A CHRONOLOGICAL OUTLINE OF SIGNIFICANT EVENTS. MAJOR TOPICS ARE: 1) FEBRUARY REVOLUTION; 2) PROVISIONAL GOVERNMENT; 3) BOLSHEVIK REVOLUTION; 4) WAR, COMMUNISM; 5) RECONSTRUCTION; 6) POST WAR PERIOD; AND, 7) COEXISTENCE. IN ADDITION, THESE THEMES FOR STUDENT ANALYSIS ARE SUGGESTED: 1) DEMOCRACY AND COMMUNISM AS A WAY OF LIFE; 2) LAND AND THE PEOPLE OF THE SOVIET UNION; 3) THE IMPORTANCE OF RUSSIA'S PAST IN THE COMMUNIST STATE; 4) SOVIET PERSONALITIES AND POLICIES; 5) DEVELOPMENT OF THE SOVIET ECONOMY; 6) ROLE OF THE ARTIST IN THE SOVIET UNION; 7) INTERNATIONAL POLICIES OF THE SOVIET UNION; AND, 8) WEST'S RESPONSE TO COMMUNISM. A RELATED DOCUMENT IS: SO 001 197. (AUTHOR/JSB)

169

ED051016 SO001197 69
SYLLABUS FOR USE IN IMPERIAL RUSSIAN HISTORY.
HUSUM, CAROL
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
24P.; A PROJECT OF THE CHINESE RUSSIAN STUDY CENTER

/ AFFECTIVE OBJECTIVES/ AREA STUDIES/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ *CURRICULUM GUIDES/ GEOGRAPHY/ GOVERNMENT (ADMINISTRATIVE BODY)/ HISTORY INSTRUCTION/ HUMANITIES/ IMPERIALISM/ INTERDISCIPLINARY APPROACH/ *NON WESTERN CIVILIZATION/ RUSSIAN LITERATURE/ SECONDARY GRADES/ SOCIAL CHANGE/ SOCIAL STRUCTURE/ *SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ *WORLD HISTORY

/ ESEA TITLE 3/ MARXISM/ POLITICAL HISTORY/ REVOLUTION/ *RUSSIAN HISTORY/ SOVIET UNION/ TSARS

THIS SYLLABUS IS AN OUTLINE OF A ONE SEMESTER COURSE IN IMPERIAL RUSSIA DESIGNED TO EMPHASIZE THE RELATIONSHIP BETWEEN RUSSIA'S PAST AND HER PRESENT. COURSE CONTENT BEGINS WITH THE FOUNDING OF THE FIRST RUSSIAN STATE AND CONTINUES TO THE FALL OF THE ROMANOVS IN 1917. IN ADDITION, SOME TOPICS ARE SUGGESTED FOR INVESTIGATION OF RUSSIAN HISTORY IN RELATION TO GEOGRAPHIC FACTORS. MAJOR PERIODS ARE: 1) ORIGINS OF RUSSIA--KIEVAN RUS (862-1243); 2) MONGOL INVASIONS (1240-1480); 3) THE RISE OF THE PRINCES OF MOSCOW; 4) REIGN OF IVAN IV (THE TERRIBLE); 5) THE TIME OF TROUBLES; AND, 6) THE ROMANOVS. SIGNIFICANT EVENTS AND LEADERS ARE DISCUSSED IN EACH PERIOD. ALSO SUGGESTED FOR STUDY ARE FOUR TOPICS OF AN INTERDISCIPLINARY NATURE: 1) RELIGIOUS ART AND ARCHITECTURE; 2) LITERATURE, ESPECIALLY THE 19TH CENTURY PROTEST LITERATURE OF TOLSTOY, DOSTOYEVSKY, TURGENEV, GOGOL, AND GORKY; 3) MARXISM AND THE REVOLUTIONARY TRADITION IN RUSSIA; AND, 4) THE COSSACKS AND RUSSIAN FOLK MUSIC. TWO BASIC TEXTS ARE: AN INTRODUCTION TO RUSSIAN HISTORY AND CULTURE BY IVAR SPECTOR, AND EVOLUTION OF RUSSIA BY OTTO HOETZSCH. BASIC HISTORICAL UNDERSTANDINGS TO BE DEVELOPED ARE STATED AND OBJECTIVES ARE DEFINED. A LIST OF SUPPLEMENTARY TEXTS, AS WELL AS AUDIO VISUAL MATERIALS, IS INCLUDED. SO 001 196 DESCRIBES A RELATED SOVIET RUSSIAN HISTORY COURSE. (AUTHOR/JSB)

170

ED051017 SO001200 69
SYLLABUS FOR USE IN MODERN CHINESE HISTORY.
HUSUM, CAROL
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
47P.; A PROJECT OF THE CHINESE RUSSIAN STUDY CENTER

/ AREA STUDIES/ *ASIAN HISTORY/ *CHINESE CULTURE/ *COMMUNISM/ CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ FOREIGN RELATIONS/ GOVERNMENT (ADMINISTRATIVE BODY)/ HISTORY INSTRUCTION/ HUMANITIES/ NATIONALISM/ NON WESTERN CIVILIZATION/ POLITICAL POWER/ SECONDARY GRADES/ SOCIAL CHANGE/ SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ *WORLD HISTORY

/ ASIAN STUDIES/ *CHINESE HISTORY/ DIPLOMATIC HISTORY/ ESEA TITLE 3/ NATIONALIST CHINA/ PEOPLE'S REPUBLIC OF CHINA/ POLITICAL HISTORY/ REVOLUTION

THIS SYLLABUS, FOR USE IN A ONE SEMESTER COURSE ON THE HISTORY OF MODERN CHINA, COVERS THE PERIOD FROM THE MANCHU DOMINATION IN 1644 TO THE PRESENT. THE COURSE IS DESIGNED TO CREATE AN INTEREST IN CHINA, EMPHASIZING THE SOCIAL AND CULTURAL ASPECTS OF HISTORY, AS WELL AS THE POLITICAL AND ECONOMIC DIMENSIONS. A NARRATIVE SUMMARY OF COURSE CONTENT IS DIVIDED INTO THESE TWO MAJOR PERIODS: 1) THE CH'ING DYNASTY TO 1911, AND 2) THE REPUBLIC. THE FIRST SECTION PRESENTS AN OVERVIEW OF SIGNIFICANT EVENTS AND INFLUENTIAL LEADERS, NOTING SUCH TOPICS AS: THE MANCHU INFLUENCE, CHINESE CULTURAL TRADITIONS, GEOGRAPHIC FACTORS, WESTERN INFLUENCE, RELIGION, FOREIGN RELATIONS (ESPECIALLY WITH BRITAIN, THE UNITED STATES, JAPAN), NATIONALISM, AND REFORM MOVEMENTS. THE SECOND SECTION IS DEVOTED TO THE DEVELOPMENT OF THE PEOPLE'S REPUBLIC OF CHINA AND HIGHLIGHTS THE ROLES OF SUCH MAJOR POLITICAL LEADERS AS SUN YAT-SEN, CHIANG K'AI'SHEK, YUAN SHIH K'AI, MAO TSE'TUNG, AND CHOU EN'LAI. LISTED ARE THE OBJECTIVES TO BE DEVELOPED THROUGH METHODS OF LECTURE, STUDENT DISCUSSION, PROJECTS, AND INTEGRATED CULTURAL ACTIVITIES. CURRICULUM MATERIALS, INCLUDING FIVE MAIN TEXTBOOKS, SUPPLEMENTAL BOOKS, FILMS, FILMSTRIPS, OVERHEAD TRANSPARENCIES, AND RECORDINGS ARE GIVEN. SO 001 201 DESCRIBES A RELATED COURSE IN IMPERIAL CHINESE HISTORY. (AUTHOR/JSB)

171

ED051018 SO001201 69
SYLLABUS FOR USE IN IMPERIAL CHINESE HISTORY.
HUSUM, CAROL
TOLEDO PUBLIC SCHOOLS, OHIO.
RMQ66000
26P.; A PROJECT OF THE CHINESE RUSSIAN STUDY CENTER

/ *ASIAN HISTORY/ *CHINESE CULTURE/ CROSS CULTURAL STUDIES/ *CURRICULUM GUIDES/ FINE ARTS/ GEOGRAPHY/ HISTORY INSTRUCTION/ HUMANITIES/ *IMPERIALISM/ INTERDISCIPLINARY APPROACH/ NON WESTERN CIVILIZATION/ PHILOSOPHY/ SECONDARY GRADES/ SOCIAL STUDIES UNITS/ SOCIAL SYSTEMS/ *WORLD HISTORY
/ ASIAN STUDIES/ *CHINESE HISTORY/ CHINESE LITERATURE/ DYNASTIES/ ESEA TITLE 3

THIS SYLLABUS IS FOR A ONE SEMESTER COURSE IN THE HISTORY OF IMPERIAL CHINA, A STUDY OF THE DEVELOPMENT OF THE WORLD'S OLDEST CIVILIZATION STILL IN EXISTENCE. EMPHASIS IS PLACED UPON THE CULTURAL AS WELL AS THE POLITICAL AND ECONOMIC DEVELOPMENT OF CHINA UNTIL 1644. MAJOR TOPICS IN THE COURSE OUTLINE ARE: 1) THE ORIGINS AND GEOGRAPHY OF CHINA; 2) THE LEGENDARY HSIA AND THE FIRST HISTORIC DYNASTY, THE SHANG; 3) THE CHOU-PERIOD OF THE SPRING AND AUTUMN AND THE PERIOD OF THE WARRING STATES; 4) THE SAGES AND PHILOSOPHIES OF CHINA; 5) THE CH'IN AND THE FOUNDATION OF THE EMPIRE; 6) THE HAN--AGE OF IMPERIALISM; 7) THE PERIOD OF DISUNION; 8) THE SUI AND T'ANG DYNASTIES--REUNITED CHINA; 9) GOLDEN AGE OF CHINESE CULTURE; 10) THE LATE IMPERIAL AGE--DISUNION AND THE SUNG MONARCHY; 11) NOMAD INVADERS--THE MONGOLS; AND, 12) THE RETURN OF A CHINESE HOUSE--THE MING. HISTORICAL EVENTS AND RULERS ARE DISCUSSED IN EACH OF THESE CHRONOLOGICAL PERIODS AS WELL AS CULTURAL DEVELOPMENTS IN LITERATURE, PHILOSOPHY, FINE ARTS, AND SOCIAL CLASSES. THE BASIC OBJECTIVES AND

TEACHING METHODOLOGY OF THE COURSE ARE STATED; A LIST OF CURRICULUM MATERIALS IS ALSO GIVEN. TEXTBOOKS INCLUDE: CHINA BY H. KUBLIN; CHINA: SELECTED READINGS BY H. KUBLIN; A SHORT HISTORY OF THE CHINESE PEOPLE BY L. C. GOODRICH; AND RISE AND SPLENDOUR OF THE CHINESE EMPIRE BY R. GROUSSETT. SO 001 200 DESCRIBES A RELATED COURSE IN MODERN CHINESE HISTORY. (AUTHOR/JSB)

172

ED052748 48 HE002404 JUN 71
ICED DATA BANK ON INTERNATIONAL PROGRAMS OF HIGHER EDUCATIONAL INSTITUTIONS. TECHNICAL AND FINAL REPORT FOR YEAR OF RESEARCH JUNE 1, 1970 TO MAY 31, 1971.
BRUMBERG, STEPHAN F.
INTERNATIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT, NEW YORK, N.Y.
BR-0-7723
OEC-0-70-4548(823)
122P.

/ AREA STUDIES/ *DATA COLLECTION/ *EXCHANGE PROGRAMS/ HIGHER EDUCATION/ *INTERNATIONAL EDUCATION/ *INTERNATIONAL PROGRAMS/ *STUDY ABROAD

THE ICED DATA BANK IS AN INFORMATION SYSTEM WHICH COLLECTS AND STORES DATA ON INTERNATIONAL PROGRAMS CONDUCTED BY ACCREDITED 4-YEAR COLLEGES AND UNIVERSITIES IN THE US. THE TYPES OF INTERNATIONAL PROGRAMS DEFINED BY THE DATA BANK ARE: AREA STUDIES, TOPICAL, OTHER ON-CAMPUS, WORK-STUDY AND IN-SERVICE, TRAINING, FACULTY ABROAD, EXCHANGE, TECHNICAL ASSISTANCE, AND RESEARCH PROGRAMS. THE INFORMATION ANALYZED HERE COVERS: SPREAD AND DEGREE OF INTERNATIONAL INVOLVEMENT, PROGRAMS BY TYPE OF UNIVERSITY CONTROL, SIZE AND GEOGRAPHIC REGION, INTERNATIONAL PROGRAMS BY TYPE AND YEAR OF INCEPTION, CONSORTIA, INSTITUTIONAL PROFILES, COUNTRY PROFILES, AND QUANTITATIVE DATA. THE APPENDICES CONTAIN DESCRIPTIONS OF ALL OF THE PROGRAMS CONDUCTED BY INDIVIDUAL INSTITUTIONS AND CONSORTIA. (JS)

173

ED053034 SO001620 .69.
AN INTRODUCTORY COURSE IN INDIAN STUDIES FOR SMALL COLLEGES: A SUGGESTED ANNOTATED SYLLABUS.
STERN, ROBERT
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX82950; RMQ66000
11P.

/ *AREA STUDIES/ *ASIAN HISTORY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ CURRICULUM GUIDES/ HIGHER EDUCATION/ HUMANITIES/ INTERDISCIPLINARY APPROACH/ *NON WESTERN CIVILIZATION/ *POLITICAL SCIENCE/ SMALL SCHOOLS/ SOCIAL SCIENCES/ UNDERGRADUATE STUDY/ WORLD HISTORY

/ ASIA/ *INDIA

THE AUTHOR OUTLINES AN INTRODUCTORY UNDERGRADUATE COURSE IN INDIAN STUDIES CONSTRUCTED ON THE CONFIGURATION OF A SOCIAL SCIENCE CLUSTER BUILT AROUND A CENTRAL DISCIPLINARY CORE OF POLITICAL SCIENCE. THE OBJECTIVE OF THE COURSE IS TO BUILD AN UNDERSTANDING OF CONTEMPORARY INDIA. AS A MATTER OF CONVENIENCE AND ORGANIZATION THE COURSE IS DIVIDED INTO FOUR HISTORICAL PERIODS: ANCIENT INDIA, MUSLIM INDIA, BRITISH INDIA, AND INDEPENDENT INDIA; THIS PROVIDES THE OPPORTUNITY TO INTRODUCE HISTORICAL BACKGROUND MATERIAL SYSTEMATICALLY, AND STARTING POINTS TO INTRODUCE CERTAIN PRESENT DAY INSTITUTIONS AND PROCESSES WITH ROOTS IN ANOTHER ERA. FAMILY, CASTE, VILLAGE, AND LINGUISTIC AREA ARE DESCRIBED, CONCEPTUALIZED, AND DISCUSSED; READING SELECTIONS ARE INCLUDED. SUGGESTED MEDIA TECHNIQUES INCLUDE: SHOWINGS OF SLIDES; PHOTOGRAPHS OF PEOPLE AT WORK; EXHIBITIONS OF ARTIFACTS, ART, AND HANDICRAFTS; EDUCATIONAL AND COMMERCIAL FILMS; AND AN ANNUAL RECORDED CONCERT OF INDIAN MUSIC. SO 001 619 THROUGH SO 001 623 ARE RELATED DOCUMENTS. (AUTHOR/SBE)

174

EP011044 24

DEVELOPMENT OF MATERIALS FOR A ONE-YEAR COURSE IN AFRICAN MUSIC FOR THE GENERAL UNDERGRADUATE STUDENT.

BUTCHER, VADA E.
HOWARD UNIV., WASHINGTON, D.C.
BR-6-1779 17 DEC 65
ARTS AND HUMANITIES PROGRAM, DAC
DISTRICT OF COLUMBIA
OEC-0-8-061779-2821

/ *AFRICAN CULTURE/ *COLLEGE INSTRUCTION/ *COURSE CONTENT/ INSTRUMENTATION/ *MATERIAL DEVELOPMENT/ MUSIC ACTIVITIES/ *MUSIC EDUCATION

START DATE 1 JUN 68;END DATE 31 AUG 70

SO THAT THE GENERAL EDUCATION CURRICULUMS IN COLLEGES AND UNIVERSITIES MAY ENRICH THEIR COURSES IN THE FINE ARTS, MATERIALS FOR A COURSE IN AFRICAN MUSIC WILL BE DEVELOPED. INCLUDED IN THE PROCEDURAL EFFORT WILL BE--(1) FACILITY PLANNING AND ORGANIZATION (SPACE, EQUIPMENT AND SUPPLIES), (2) CONFERENCES FOR MATERIAL ORGANIZATION, COURSE PLANNING, AND WORKSHOP ACTIVITIES FOR TEACHER PREPARATION, (3) CLASSROOM TRIALS OF DEVELOPED MATERIALS, AND (4) EVALUATION, REVISION, AND ORGANIZATION OF MATERIALS FOR DISTRIBUTION. THE MATERIALS WILL CONSIST OF A BIBLIOGRAPHY OF RELATED PUBLICATIONS, A DISCOGRAPHY OF RECORDINGS, AUDIOVISUAL AIDS, INSTRUMENTS, A COLLECTION OF FOLK SONGS, AND A SYLLABUS. THE APPRECIATION OF CULTURAL DIFFERENCES, THE MUTUAL INFLUENCES BETWEEN THE MUSIC OF AFRICA AND AMERICA, AND THE BETTER UNDERSTANDING OF AFRICAN PEOPLES ARE THE QUALITIES EXPECTED AS OUTCOMES OF THE COURSE ON STUDENTS. (RS)

175

EP012270 24
RESEARCH AND DEVELOPMENT FOR INTERACTIVE TEACHING OF RUSSIAN VOCABULARY.
STOLUROW, LAWRENCE M.
HARVARD UNIV., CAMBRIDGE, MASS.
BR-0-A-055
REGIONAL RESEARCH PROGRAM, OAC
MASSACHUSETTS CONGRESSIONAL DISTRICT NUMBER 8
OEG-1-70-000055-0016

/ *COLLEGE CURRICULUM/ *COMPUTER ASSISTED INSTRUCTION/ *LANGUAGE INSTRUCTION/ LINGUISTICS/ *RUSSIAN/ *SECOND LANGUAGE LEARNING
START DATE 15 JUN 70;END DATE 15 JUN 71

A COMPUTER ASSISTED INSTRUCTION SYSTEM WILL BE DEVELOPED FOR TEACHING RUSSIAN VOCABULARY. THE VOCABULARY IS ORGANIZED AROUND THE RUSSIAN LEXICAL ROOT STRUCTURE, AND THE TEXT CONTAINING THE VOCABULARY ALLOWS THE STUDENT TO CHOOSE HIS OWN LEARNING PATH. THE SYSTEM WILL GATHER AND ANALYZE DATA FOR BASIC STUDY IN SECOND LANGUAGE ACQUISITION, AND WILL SERVE AS A MODEL FOR FURTHER SYSTEMS IN OTHER LANGUAGES. THE PROJECT WILL DEMONSTRATE THAT PRINCIPLES OF PROGRAMMED INSTRUCTION CAN BE EXTENDED TO "FREE" SYSTEMS, WHERE STUDENTS CAN CONDUCT THEIR OWN EDUCATION. PROCEDURES TO TEST THE STUDENT'S FOREIGN LANGUAGE COMPETENCE WILL BE DEVELOPED. (AUTHOR/DB)

Psychological and Sociological Studies

176

ED003666 24
CROSS-CULTURAL STUDY OF PERSONALITY CHARACTERISTICS OF YOUNG ADULTS.
GHEI, S.N.
VERMONT UNIV. AND STATE AGRICULTURAL COLL., BURLINGTON.
CRP-S-025
65
52P.

/ ADULT STUDENTS/ *COLLEGE STUDENTS/ COMPARATIVE ANALYSIS/ *CULTURAL DIFFERENCES/ FOREIGN STUDENTS/ *INDIVIDUAL CHARACTERISTICS/ *PERSONALITY STUDIES/ *SURVEYS/ TEST VALIDITY
/ BURLINGTON/ DELHI/ EDWARDS PERSONAL PREFERENCE SCHEDULE/ INDIA/ MULTIPHASIC PERSONALITY INVENTORY/ VERMONT

A STUDY OF PERSONALITY TRAITS INCLUDED (1) A SURVEY OF THE CROSS-CULTURAL STUDIES OF PERSONALITY STUDIES FROM PROFESSIONAL PUBLICATIONS AND (2) DETAILS OF A COMPARATIVE STUDY OF PERSONALITY CHARACTERISTICS OF SUBJECTS FROM THE UNITED STATES AND INDIA. THE SURVEY OF CROSS-CULTURAL PERSONALITY RESEARCH INCLUDED ANALYSES OF RSULTS FROM (1) THE MULTIPHASIC PERSONALITY INVENTORY, (2) A

PERSONALITY QUESTIONNAIRE, AND (3) THE EDWARDS PERSONAL PREFERENCE SCHEDULE. THE 235 SUBJECTS OF AN EMPIRICAL STUDY WERE UNIVERSITY STUDENTS FROM DELHI, INDIA, AND 218 UNIVERSITY STUDENTS FROM VERMONT. THE TWO GROUPS WERE ROUGHLY COMPARABLE IN SOCIAL AND CLASS STATUS. THE VARIABLES USED CONSISTED OF A SET OF 15 HOMOGENEOUS SCALES DERIVED FROM 225 ITEMS OF THE EDWARDS PERSONAL PREFERENCE SCHEDULE. FOUR SAMPLE GROUPS WERE DIVIDED RANDOMLY INTO TWO COMPARABLE HALVES. THE CONCLUSIONS INDICATED SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS OF SUBJECTS. HOWEVER, FACTOR STRUCTURE OF NEEDS IN BOTH SUBJECTS WAS NOTED TO BE SIMILAR. THE OBJECTIVE PERSONALITY TESTS, AND THE MULTIVARIATE TECHNIQUES INDICATED GREAT POTENTIAL FOR THE STUDY OF CROSS-CULTURAL PERSONALITY CHARACTERISTICS. (RS)

177

ED011056 24
CROSS-CULTURAL STUDY OF THE RELATIONSHIP BETWEEN THE SOCIAL DESIRABILITY VARIABLE AND PERSONALITY VARIABLES.
GHEI, S.N.
VERMONT UNIV. AND STATE AGRICULTURAL COLL., BURLINGTON.
BR-6-8494
67
12P.

/ AMERICAN CULTURE/ BENGALI/ COLLEGE STUDENTS/ *COMPARATIVE ANALYSIS / *CULTURAL DIFFERENCES/ HINDI/ *PERSONALITY ASSESSMENT/ *PERSONALITY STUDIES/ SELF CONCEPT/ *SOCIAL ATTITUDES
/ BURLINGTON/ EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS)/ INDIA

AN EFFORT WAS MADE TO MEASURE THE EXTENT TO WHICH THE OBSERVED DIFFERENCES IN THE PERSONALITY STRUCTURE OF AMERICAN COLLEGE STUDENTS AND COLLEGE STUDENTS IN INDIA MIGHT HAVE BEEN AFFECTED BY CROSS-CULTURAL DIFFERENCES IN A SOCIAL DESIRABILITY SET DERIVED FROM THE EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS). EIGHT HYPOTHESES WERE TESTED ON 243 AMERICAN LIBERAL ARTS UNDERGRADUATE FEMALES AND 258 FROM TWO LINGUISTIC REGIONS (HINDI AND BENGALI) OF INDIA. RESULTS SHOWED THAT SOCIAL DESIRABILITY SCALE VALUES OF PERSONALITY STATEMENTS WERE POSITIVELY AND SIGNIFICANTLY RELATED NOT ONLY ACROSS TWO DISTINCT LINGUISTIC REGIONS OF INDIA BUT ALSO ACROSS THE AMERICAN AND INDIAN CULTURES. IT WAS CONCLUDED THAT PERSONALITY TESTS IN WHICH VARIOUS RESPONSE SETS HAVE BEEN PURPOSELY CONTROLLED MAY PROVE TO BE USEFUL IN THE OBJECTIVE CROSS-CULTURAL STUDY OF PERSONALITY. (GD)

178

ED014061 48 AL000727
YIDDISH IN AMERICA--SOCIO-LINGUISTIC DESCRIPTION AND ANALYSIS.
FISHMAN, JOSHUA A.
INDIANA UNIV., BLOOMINGTON. RESEARCH CENTER IN ANTHROPOLOGY.; YESHIVA UNIV., NEW YORK, N.Y.

IURC-PUB-36 ; NDEA-6-62
APR65
OEC-SAE-8729
DOCUMENT NOT AVAILABLE FROM EDRS.

/ *AMERICAN CULTURE/ AMERICAN HISTORY/ EUROPEAN HISTORY/ HEBREW/ JEWISH STEREOTYPES/ *JEWS/ LANGUAGE PROGRAMS/ LANGUAGE STANDARDIZATION / PRIVATE SCHOOLS/ RELIGIOUS EDUCATION/ SELF CONCEPT/ *SOCIOCULTURAL PATTERNS/ *SOCIOLINGUISTICS/ *YIDDISH
/ ASHKENAZIM

OVER THE ONE THOUSAND YEARS OF ITS HISTORY, THE YIDDISH LANGUAGE HAS BEEN AN INTEGRAL PART OF THE HISTORY, CULTURE, AND SOCIAL LIFE OF ASHKENAZIC JEWRY. DURING PERIODS OF ASCENDANCY IT WAS THE SPOKEN VERNACULAR, THE IDIOM OF ENTERTAINMENT LITERATURE, AND THE LANGUAGE OF POPULAR RELIGIOUS EDUCATION. THE PERIOD 1861-1914 SAW THE DEVELOPMENT IN EASTERN EUROPE OF JEWISH "NATIONAL"-SECULAR IDEOLOGIES CONCERNED WITH JEWISH SELF-DEFINITION THROUGH COMMON ETHNIC, LINGUISTIC, AND CULTURAL TRAITS RATHER THAN THROUGH TRADITIONAL RELIGIOUS BELIEFS AND PRACTICES. GENERALLY, IN THE UNITED STATES, GREATEST SUPPORT FOR THE USE OF YIDDISH IN EDUCATION, MASS MEDIA, CULTURAL ORGANIZATIONS, LITERATURE, AND THE THEATRE HAS COME FROM THESE SECULARISTS RATHER THAN FROM ULTRA-ORTHODOX OR ZIONIST GROUPS. TODAY, THE GREAT MAJORITY OF AMERICAN JEWS ARE NEITHER ORTHODOX NOR SECULARIST AND USE LITTLE, IF ANY, YIDDISH. ON AN INTELLECTUAL LEVEL, HOWEVER, YIDDISH WILL CONTINUE TO LIVE AS LONG AS SCHOLARS STUDY THE HISTORY AND CULTURAL HERITAGE OF THE JEWISH PEOPLE. THIS STUDY APPEARS IN PART II OF THE "INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS," VOL. 31, NO. 2, APRIL 1965, AND IS AVAILABLE FOR $3.00 FROM THE DIRECTOR OF PUBLICATIONS, RESEARCH CENTER IN ANTHROPOLOGY, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47405. (JD)

179

ED023108 24 CG002757
COMPARATIVE ANALYSIS OF STUDENT ACTIVISM. FINAL REPORT.
LIPSET, SEYMOUR MARTIN
HARVARD UNIV., CAMBRIDGE, MASS. CENTER FOR INTERNATIONAL AFFAIRS.
RMQ66004
BR-7-8289
20 MAY 68
OEG-1-7-078298-3144
70P.

/ CONFERENCE REPORTS/ POLITICAL ATTITUDES/ POLITICAL INFLUENCES/ SOCIAL FACTORS/ *STUDENT ALIENATION/ *STUDENT COLLEGE RELATIONSHIP/ *STUDENT PARTICIPATION/ STUDENT ROLE

THIS IS A REPORT ON A CONFERENCE ON "STUDENTS AND POLITICS" HELD AT THE UNIVERSITY OF PUERTO RICO IN SAN JUAN FROM MARCH 27-31, 1967. THE PURPOSE OF THE CONFERENCE WAS TO BRING TOGETHER SCHOLARS FROM VARIOUS COUNSTRIES WHO HAVE BEEN DOING RESEARCH ON THE NATURE AND CAUSAL

BACKGROUND OF UNIVERSITY STUDENT PARTICIPATION IN POLITICS. SOME 36 PAPERS WERE PRESENTED AT THE CONFERENCE. A LIST OF PARTICIPANTS AND THE PAPERS PRESENTED IS ATTACHED AS AN APPENDIX. THE VARIOUS SESSIONS OF THE CONFERENCE WERE SET UP TO DISCUSS DIFFERENT REGIONS. THE FOLLOWING REPRESENTS AN EFFORT TO INTEGRATE THE CONCLUSIONS DRAWN FROM THE PAPERS AND THE DISCUSSION. (AUTHOR)

180

EP011663 24
STUDIES IN THE SOCIAL AND CULTURAL HISTORY OF BRITISH UNIVERSITIES.
ROTHBLATT, SHELDON
CALIFORNIA UNIV., BERKELEY.
BR-9-0441 29 JAN 69
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DHER
CALIFORNIA CONGRESSIONAL DISTRICT NUMBER 7
OEC-9-9-140441-0070
/ COLLEGES/ *COMPARATIVE ANALYSIS/ *DEVELOPED NATIONS/ EUROPEAN HISTORY/ *HIGHER EDUCATION/ INDUSTRIAL STRUCTURE/ *MODERN HISTORY/ UNIVERSITIES
/ CAMBRIDGE/ *ENGLAND/ OXFORD
START DATE 12 JUN 69;END DATE 1 AUG 70

THE RELATIONSHIP AND DEVELOPMENT OF PRE- AND POST-INDUSTRIAL BRITISH UNIVERSITIES AND COLLEGES TO ONE ANOTHER AND TO CONTINENTAL INSTITUTIONS (MAINLY GERMAN) WILL BE INVESTIGATED FOR A COMPARATIVE STUDY. THE CONCEPTS AND IDEAS OF PSYCHOLOGY, SOCIOLOGY, AND DEMOGRAPHY WILL BE APPLIED TO THIS HISTORICAL STUDY. THE FIRST TECHNOLOGICAL SOCIETY APPEARED IN THE PERIOD OF INDUSTRIALISM IN BRITAIN AND IT WAS THEN THAT QUESTIONS ABOUT ROLES AND TEACHING, THE CHARACTER OF STUDENTS, RESEARCH AND CURRICULA, AND PLURAL OBJECTIVES AND FUNCTIONS FIRST AROSE, AND IT IS THESE QUESTIONS THAT HAVE SIGNIFICANCE IN EDUCATION TODAY. A CRITICAL DETAILED EXAMINATION OF THE MODERN ORIGINS OF ONE OF TODAY'S MOST CENTRAL INSTITUTIONS CAN HAVE BEARING ON THE UNDERSTANDING AND SCIENTIFIC DECISIONMAKING FOR POLICIES AND PROPOSALS ABOUT HIGHER EDUCATION. (PM)

Other

181

ED013349 24 AA000201
THE AMERICAN COLLEGE AND INTERNATIONAL EDUCATION. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 27.
ABRAMS, IRWIN ; ARNOLD, DAVID B.
DUKE UNIV., DURHAM, N.C.
BR-6-1722-27
APR67

OEC-2-6-061722-1742
90P.

/ *AREA STUDIES/ *COLLEGE CURRICULUM/ *COLLEGE FACULTY/ COLLEGE LANGUAGE PROGRAMS/ COLLEGES/ EDUCATIONAL FINANCE/ EDUCATIONAL LEGISLATION/ *EXCHANGE PROGRAMS/ *FEDERAL PROGRAMS/ *FOUNDATION PROGRAMS/ *INTERNATIONAL EDUCATION/ *LANGUAGE AND AREA CENTERS/ *LIBERAL ARTS/ PRIVATE FINANCIAL SUPPORT/ *SOCIAL STUDIES/ *STUDENT CHARACTERISTICS/ STUDENT EXCHANGE PROGRAMS/ *WORLD AFFAIRS

THIS REVIEW OF LITERATURE DESCRIBES AND ANALYZES (1) THE NATURE OF INTERNATIONAL EDUCATION, (2) THE COURSE OF DEVELOPMENT THAT BROUGHT CURRICULUM OFFERINGS TO THEIR CURRENT LEVEL, AND (3) THE PARTICIPANTS IN INTERNATIONAL EDUCATION--THE FACULTY MEMBERS, THE STUDENTS, THE GOVERNMENT, AND THE PRIVATE AGENCIES INTERESTED IN STIMULATING INTERNATIONAL EDUCATION. THE AUTHOR DEFINES THE AREA OF INTERNATIONAL EDUCATION AS "THAT WHICH IS TAUGHT, STUDIED, AND LEARNED IN SUBJECT MATTER THAT REACHES BEYOND THE NATIONAL CULTURE OR IN A LEARNING SITUATION OUTSIDE IT." HE ALSO VOICES DISSATISFACTION WITH THE TERM OF "NON-WESTERN STUDIES," REGARDING IT AS UNSATISFACTORY BECAUSE IT COULD BE VIEWED AS REPRESENTING ONLY A DIVISION BETWEEN "EAST" AND "WEST" RATHER THAN SUGGESTING A WORLD VIEW. THE TWO LEVELS OF COURSES OFFERED IN AMERICAN LIBERAL ARTS COLLEGES ARE ANALYZED. THESE ARE DISCUSSED IN THE FOLLOWING CATEGORIES--(1) UPPER DIVISION SPECIALIZED COURSES IN INTERNATIONAL RELATIONS, LANGUAGE AND AREA STUDIES, COMPARATIVE STUDIES, TOPICAL STUDIES, AND INTERNATIONAL STUDIES, AND (2) LOWER-DIVISION GENERAL EDUCATION COURSES IN WORLD CIVILIZATION, INTEGRATED AREA STUDIES, AND CONTEMPORARY WORLD ISSUES. DISCUSSIONS ARE GIVEN OF (1) THE SPECIALIZED KIND OF FACULTY NEEDED, (2) FOREIGN STUDENTS ON AMERICAN CAMPUSES, (3) AMERICAN UNDERGRADUATES ABROAD, (4) PRIVATE ORGANIZATIONS INTERESTED IN ENCOURAGING INTERNATIONAL STUDY PROGRAMS IN AMERICAN UNDERGRADUATE EDUCATION, (5) THE INTERNATIONAL EDUCATION ACT OF 1966 AND OTHER LEGISLATION TO PROVIDE FUNDS, AND (6) THE ROLE OF GOVERNMENT AGENCIES THAT DISTRIBUTE FUNDS. IN ADDITION THE AUTHOR DISCUSSES NEEDED RESEARCH ON THE CURRICULUM, THE FACULTY, AND THE STUDENTS. (AL)

182

ED017064 24 EA001136
AN EXPLORATORY EVALUATION OF EDUCATION ABROAD.
GOUGH, HARRISON G. ; MCCORMACK, WILLIAM A.
CALIFORNIA UNIV., BERKELEY.
BR-5-8331; CRP-S-440
67
105P.

/ ACADEMIC PERFORMANCE/ ANNOTATED BIBLIOGRAPHIES/ BIBLIOGRAPHIES/ COLLEGE PROGRAMS/ *COLLEGE STUDENTS/ *FOREIGN CULTURE/ INTERVIEWS/ PERFORMANCE TESTS/ PERSONALITY TESTS/ *PREDICTIVE ABILITY (TESTING)/ PREDICTIVE VALIDITY/ *PROGRAM EVALUATION/ PSYCHOLOGICAL TESTS/ SELF EVALUATION/ STATISTICAL ANALYSIS/ STUDENT EVALUATION/ *STUDY ABROAD

/ BERKELEY

TO CLARIFY ISSUES INVOLVED IN THE RAPID AND CONTINUING EXPANSION OF OVERSEAS STUDY PROGRAMS FOR AMERICAN COLLEGE STUDENTS, A STATISTICAL ANALYSIS WAS MADE OF DATA OBTAINED FROM A BATTERY OF TESTS AND INTERVIEWS WITH 85 JUNIORS ACCEPTED FOR STUDY ABROAD IN THE SPRING OF 1965. FINDINGS WERE COMPARED WITH SIMILAR DATA FOR NON-APPLICANTS AND REJECTED APPLICANTS. TEST CATEGORIES INCLUDED INTELLECTUAL AND COGNITIVE FUNCTIONING, PERSONALITY TRAITS AND DISPOSITIONS, POLITICAL AND SOCIAL ATTITUDES, AND CREATIVITY AND AESTHETIC PREFERENCES. ITEMS MOST STRONGLY DIFFERENTIATED IN FAVOR OF THE STUDENT WHO WENT ABROAD INCLUDED--(1) STRONG SENSE OF PURPOSE IN LIFE, (2) COMPLEX AND DEEPLY RESPONSIVE INDIVIDUAL, (3) DEDICATION TO HUMANITARIAN AND EGALITARIAN IDEALS, AND (4) SELF-RELIANCE. THREE CRITERIA OF OVERSEAS PERFORMANCE WERE SIGNIFICANTLY INTERCORRELATED AND MAY BE VIEWED AS DIFFERENT FACETS OF AN OVERALL ASSESSMENT OF PERFORMANCE--(1) PEER NOMINATIONS OF OUTSTANDING PERFORMANCE, (2) RATINGS OF STUDENT PERFORMANCE BY OVERSEAS CENTER DIRECTORS, AND (3) ACADEMIC ATTAINMENT. A FOURTH CRITERION, STUDENT'S PERSONAL EVALUATION OF HIS YEAR ABROAD, PROVED INDEPENDENT AND REQUIRES FURTHER STUDY. CORRELATION PATTERNS WERE DETERMINED FOR THE PREDICTIVE VALIDITY OF VARIOUS SELECTION TECHNIQUES AND PROCEDURES EMPLOYED IN THE APPRAISAL OF OVERSEAS STUDY APPLICANTS. (JK)

183

ED023337 48 FL001088

CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLOMBIANS.

GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO.
RMQ66004
ANT-7-0267
BR-7-0267
JUN 68
OEG-1-7-070267-3973
35P.

/ COLLEGE LANGUAGE PROGRAMS/ *COMMUNICATION (THOUGHT TRANSFER)/ *CROSS CULTURAL TRAINING/ *CULTURAL CONTEXT/ CULTURE CONFLICT/ FEDERAL PROGRAMS/ FOREIGN CULTURE/ FOREIGN RELATIONS/ *INSTRUCTIONAL MATERIALS / INTERNATIONAL EDUCATION/ LANGUAGE RESEARCH/ *LATIN AMERICAN CULTURE/ SPANISH/ STUDY ABROAD/ TABLES (DATA)

/ COLOMBIA/ PEACE CORPS

THIS STUDY, BASED ON INTERVIEWS WITH NORTH AMERICAN STUDENTS AND PEACE CORPS TRAINEES IN BOGOTA, AND THEIR HOST FAMILIES, PROFESSORS, AND OTHER COLOMBIANS IN CONTACT WITH THE STUDENTS, ATTEMPTS TO DEFINE THE NON-LINGUISTIC BARRIERS TO CROSS-CULTURAL COMMUNICATION BETWEEN NORTH AMERICANS AND COLOMBIANS. THE PURPOSE OF THE STUDY IS TO GATHER DATA FOR INSTRUCTIONAL MATERIALS WHICH COULD HELP NORTH AMERICANS CLOSE THE CULTURAL GAP IN THEIR DEALINGS WITH LATIN AMERICANS. RESULTS OF THE STUDY ARE PRESENTED IN TWO PARTS: (1) A DESCRIPTION OF THE TYPE AND AMOUNT OF DATA COLLECTED AND (2) A DESCRIPTION OF THE

INSTRUCTIONAL MATERIALS COMPLETED THUS FAR. APPENDIXES INCLUDE A LIST OF UNITS OF INSTRUCTION WHICH COULD BE DEVELOPED FROM THE DATA AND THE TABLES OF CONTENTS FOR THE TWO UNITS ALREADY COMPLETED. FINISHED UNITS ARE "INITIAL IMMERSION IN A FOREIGN CULTURE," AVAILABLE AS FL 001 09C AND "SPANISH PERSONAL NAMES," FL 001 089. (DS)

184

ED023338 48 FL001089
SPANISH PERSONAL NAMES AS BARRIERS TO COMMUNICATION BETWEEN LATIN AMERICANS AND NORTH AMERICANS.
GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO.
RMQ66004
BR-7-0267
68
OEC-1-7-070267-3973
154P.

/ COLLEGE LANGUAGE PROGRAMS/ *CROSS CULTURAL TRAINING/ *CULTURAL CONTEXT/ CULTURE CONFLICT/ FOREIGN CULTURE/ *INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ LANGUAGE INSTRUCTION/ LANGUAGE RESEARCH/ *LATIN AMERICAN CULTURE/ *SPANISH/ STUDY ABROAD/ TABLES (DATA)
/ COLOMBIA/ PEACE CORPS

THE MATERIALS PRESENTED HERE DESCRIBE THE LATIN AMERICAN NAMING SYSTEM, EXPLAIN HOW IT DIFFERS FROM THE NORTH AMERICAN SYSTEM, AND INDICATE HOW CONTRASTING FEATURES OF THE TWO SYSTEMS CAN BE A BARRIER TO COMMUNICATION BETWEEN THE TWO PEOPLES. MAJOR CONCEPTS CONSIDERED ARE (1) THE AMERICAN FULL NAME VERSUS THE "NOMBRE COMPLETO," (2) THE "NOMBRE COMPLETO" IN THE KINSHIP SYSTEM, AND (3) THE ALPHABETIZATION OF SPANISH PERSONAL NAMES. EXTENSIVE APPENDIXES (COMPRISING ABOUT TWO THIRDS OF THE DOCUMENT) COVER (1) THE ORIGIN, ENGLISH EQUIVALENTS, AND MEANINGS OF THE MOST POPULAR NAMES IN LATIN AMERICA, (2) THE MOST FREQUENTLY USED MASCULINE AND FEMININE NAMES, (3) THE MOST POPULAR SURNAMES IN MAJOR LATIN AMERICAN CITIES, (4) A METHODOLOGICAL NOTE, AND (5) A SELF TEST ON SPANISH PERSONAL NAMES. THIS VOLUME COMPRISES UNIT 2 OF THE INSTRUCTIONAL MATERIALS DERIVED FROM THE STUDY, "CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH INHIBIT COMMUNICATIONS BETWEEN AMERICANS AND COLOMBIANS," AVAILABLE AS FL 001 088. FOR A COMPANION DOCUMENT, SEE FL 001 090. (DS)

185

ED023339 48 FL001090
INITIAL IMMERSION IN THE FOREIGN CULTURE.
GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO.
RMQ66004
BR-7-0267
68
OEC-1-7-070267-3973

76P.

/ COLLEGE LANGUAGE PROGRAMS/ COMMUNICATION (THOUGHT TRANSFER)/ *CROSS CULTURAL TRAINING/ CULTURAL DIFFERENCES/ CULTURAL ENVIRONMENT/ *CULTURE CONFLICT/ FOREIGN CULTURE/ IDIOMS/ *INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ *LATIN AMERICAN CULTURE/ SOCIOLINGUISTICS/ *SPANISH/ STUDY ABROAD

/ COLOMBIA

THIS IS THE FIRST UNIT IN A SERIES OF INSTRUCTIONAL MATERIALS ARISING FROM AN EXPLORATORY STUDY OF CULTURAL BARRIERS TO COMMUNICATION BETWEEN NORTH AMERICANS AND COLOMBIANS. A SYLLOGISTIC MODEL, IN WHICH OUR UNSPOKEN AND UNCONSCIOUS ASSUMPTIONS COMPRISE THE MAJOR PREMISE, IS USED TO EXPLAIN THE DIFFICULTIES OF INTERCULTURAL COMMUNICATION. THESE SILENT ASSUMPTIONS ARE REVEALED AND EXPLAINED THROUGH THE MATERIAL PRESENTED, WHICH CONSISTS OF (1) A PHYSICAL DESCRIPTION OF BOGOTA, HIGHLIGHTING THE FOREIGNER'S FIRST IMPRESSIONS, (2) THE EXPERIENCES AND IMPRESSIONS OF ONE COMPOSITE NORTH AMERICAN STUDENT UPON ARRIVAL IN THE CITY, AND (3) A CASE STUDY OF A CROSS-CULTURAL MISUNDERSTANDING INVOLVING THE COLOMBIAN FAMILY UNIT. AN APPENDIX LISTS IDIOMS PECULIAR TO COLOMBIAN SPANISH. FOR COMPANION DOCUMENTS, SEE THE ORIGINAL EXPLORATORY STUDY, FL 001 088 AND UNIT 2 OF THE INSTRUCTIONAL MATERIALS, FL 001 089. (DS)

186

ED024693 24 TE001061

INTERNATIONAL CONFERENCE ON THEATRE EDUCATION AND DEVELOPMENT: A REPORT ON THE CONFERENCE SPONSORED BY AETA (STATE DEPARTMENT, WASHINGTON, D.C., JUNE 14-18, 1967).

BOGARD, TRAVIS, ED.

FGK01800; RMQ66004

BR-7-0783

AUG 68

OEG-1-7-070783-1713

128P.

AETA EXECUTIVE OFFICE, JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS, 726 JACKSON PLACE, N.W., WASHINGTON, D.C. (HC-$2.00).

HC NOT AVAILABLE FROM EDRS.

/ ACOUSTICAL ENVIRONMENT/ *ACTING/ AUDIENCES/ AUDITORIUMS/ CREATIVE DRAMATICS/ DRAMA/ DRAMATIC PLAY/ *DRAMATICS/ EDUCATION/ FACILITIES/ FINE ARTS/ PLAYWRITING/ *PRODUCTION TECHNIQUES/ SPEECH/ *SPEECH EDUCATION/ *THEATER ARTS/ THEATERS

THE CONFERENCE REPORTED HERE WAS ATTENDED BY EDUCATORS AND THEATER PROFESSIONALS FROM 24 COUNTRIES, GROUPED INTO FIVE DISCUSSION SECTIONS. SUMMARIES OF THE PROCEEDINGS OF THE DISCUSSION GROUPS, EACH FOLLOWED BY POSTSCRIPTS BY INDIVIDUAL PARTICIPANTS WHO WISHED TO AMPLIFY PORTIONS OF THE SUMMARY, ARE PRESENTED. THE DISCUSSION GROUPS AND THE EDITORS OF THEIR DISCUSSIONS ARE: "TRAINING THEATRE PERSONNEL," RALPH ALLEN; "THEATRE AND ITS DEVELOPING AUDIENCE," FRANCIS HODGE; "DEVELOPING AND IMPROVING ARTISTIC LEADERSHIP," BROOKS MCNAMARA; "THEATRE IN THE EDUCATION PROCESS," O. G. BROCKETT; AND

"IMPROVING DESIGN FOR THE TECHNICAL FUNCTION: SCENOGRAPHY, STRUCTURE AND FUNCTION," RICHARD SCHECHNER. A FINAL SECTION, "SOLILOQUIES AND PASSAGES-AT-ARMS," CONTAINS SELECTED TRANSCRIPTIONS FROM AUDIO TAPES OF PORTIONS OF THE CONFERENCE. (JS)

187

ED040119 72 SO000107
CONFLICTING ASSUMPTIONS AS BARRIERS TO INTER-AMERICAN COMMUNICATION. FINAL REPORT.
GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO.
BBB02054; RMQ66004
BR-7-0267
APR 70
OEG-1-7-070267-3973
117P.

/ *COMMUNICATION (THOUGHT TRANSFER)/ *CROSS CULTURAL TRAINING/ CULTURAL CONTEXT/ CULTURAL DIFFERENCES/ *CULTURAL INTERRELATIONSHIPS/ FOREIGN RELATIONS/ *INTERACTION PROCESS ANALYSIS/ *LATIN AMERICAN CULTURE/ MATERIAL DEVELOPMENT/ NONVERBAL COMMUNICATION/ OBSERVATION/ RESEARCH METHODOLOGY/ SOCIOCULTURAL PATTERNS
/ CCCP/ *CROSS CULTURAL CURRICULUM PACKET
THE GENERAL PURPOSE OF THIS PROJECT WAS TO PRODUCE SOME RELIABLE AND VALID KNOWLEDGE OF HOW DIFFERENCES IN THE NON-LINGUISTIC ASPECTS OF NORTH AMERICAN AND LATIN AMERICAN SOCIO-CULTURAL PATTERNS (CONCEPTS, VALUES, BELIEFS, NORMS, EXPECTATIONS, AND ETHNOCENTRISM) ACT AS BARRIERS TO CROSS-CULTURAL COMMUNICATION. THE END PRODUCT WAS TO BE INSTRUCTIONAL MATERIALS WHICH WOULD CONTRIBUTE TO UNDERSTANDING THE GENERAL NATURE AND SOCIO-CULTURAL CONTEXTS OF COMMUNICATION, AND, TO PROVIDE CONCRETE PRACTICAL KNOWLEDGE OF ROLES PLAYED IN VARIOUS SITUATIONAL SETTINGS IN LATIN AMERICA. THE FIELD METHODS INCLUDED THE USE OF DIRECT PARTICIPANT-OBSERVATION, DEPTH INTERVIEWS AND QUESTIONNAIRES. THE SUBJECTS WERE 160 COLOMBIANS WHO INTERACTED IN VARYING DEGREES WITH 140 NORTH AMERICAN UNDERGRADUATE STUDENTS AND PEACE CORPS TRAINEES. A "SYLLOGISTIC MODEL OF MEANING" WAS DEVISED TO TREAT ALL THE CONCERNS OF LINGUISTICS, SEMANTICS, KINESICS, PROXEMICS, AND PARALINGUISTICS. SOCIO-ECONOMIC SUBCULTURES WERE NOT CONSIDERED. TO DRAMATIZE AND DISSEMINATE THE SUBJECT DATA OF 5 REPORTS SUMMARIZED HERE, A PROTOTYPE OF THE CROSS-CULTURAL COMMUNICATION PACKET (CCCP) FOR TRAINING AMERICANS WAS DEVELOPED: CROSS-CULTURAL ENCOUNTER IN A LATIN AMERICAN BANK (SO 000 108). OTHER RELATED DOCUMENTS ARE: ED 023 337, ED 023 338, AND ED 023 339. (SBE)

188

ED040120 95 SO000108
CROSS-CULTURAL ENCOUNTER IN A LATIN AMERICAN BANK.
GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO.

BBB02054; RMQ66004
BR-7-0267
APR 70
OEG-1-7-070267-3973
52P.

/ AUDIOVISUAL PROGRAMS/ *COMMUNICATION (THOUGHT TRANSFER)/ *CROSS CULTURAL TRAINING/ CULTURAL CONTEXT/ CULTURAL DIFFERENCES/ *CULTURAL INTERRELATIONSHIPS/ DISCUSSION (TEACHING TECHNIQUE)/ FOREIGN RELATIONS / INDUCTIVE METHODS/ *INSTRUCTIONAL MATERIALS/ INTERACTION PROCESS ANALYSIS/ *LATIN AMERICAN CULTURE/ NONVERBAL COMMUNICATION/ SELF EVALUATION/ SOCIAL STUDIES UNITS/ SOCIOCULTURAL PATTERNS
/ CCCP/ *CROSS-CULTURAL COMMUNICATION PACKET

THIS UNIT IS ONE OF A SERIES OF CROSS-CULTURAL MINI-DRAMAS, AND IS OFFERED AS THE PROTOTYPE AUDIO-VISUAL UNIT OF THE CROSS-CULTURAL COMMUNICATION PACKET (CCCP). THE OBJECTIVE IS TO PROVIDE INSIGHT INTO THE PROCESS OF CROSS-CULTURAL COMMUNICATION, AND TO DEVELOP OBSERVATION SKILLS, OR TO SENSITIZE THE STUDENT TO CONCEPTS WHICH WILL HELP HIM TO RECOGNIZE THE SYMPTOMS OF MISCOMMUNICATION (ETHNOCENTRISM, CULTURE SHOCK, EMPATHY, DISSONANT CULTURAL PREMISES). SPECIFIC EXPERIENCES IN A CONCRETE SITUATION ARE LINKED TO THESE BASIC ABSTRACT CONCEPTS BY THE MINI-DRAMA. IT HAS NORTH AMERICAN CHARACTERS WITH WHOM THE LISTENER CAN IDENTIFY. THIS PRESENTATION AND GROUP DISCUSSION ARE A PART OF A PROCESS OF SELF-CONFRONTATION. NEXT, A TAPE-RECORDED SLIDE-LECTURE CONCENTRATES ON EXPLAINING THE EVENTS AND LOGICALLY CONNECTING THEM WITH A THEORETICAL MODEL OF SOCIO-CULTURAL PATTERNS AND INTERACTION PROCESSES, BOTH VERBAL AND NON-VERBAL. HERE, THE ARTS OF ASKING QUESTIONS AND LISTENING OBJECTIVELY ARE CONSIDERED VITAL. A TEXT IS INCLUDED THAT CAN BE USED AS EITHER A PRE-TEST OR POST-TEST TO EVALUATE INSTRUCTIONAL EFFECTIVENESS. THE SOURCE OF THESE MATERIALS IS THE SUBJECT DATA GATHERED IN THE ORIGINAL RESEARCH PROJECT, WHICH IS REVIEWED IN SO 000 107, ED 023 337, ED 023 338, ED 023 339. (SBE)

189

ED046714 SE010205
THE FURTHER TRAINING OF MATHEMATICS TEACHERS AT SECONDARY LEVEL, REPORT OF A MEETING OF INTERNATIONAL EXPERTS (HAMBURG, WEST GERMANY, OCTOBER 21-26, 1968).
VESSELO, I. R.
UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION, HAMBURG (WEST GERMANY). INST. FOR EDUCATION.
OCT 68
85P.
UNIPUB, INC., P.O. BOX 433, NEW YORK, N.Y. 10016 ($3.50)
DOCUMENT NOT AVAILABLE FROM EDRS.

/ *CONFERENCE REPORTS/ INSTRUCTION/ INTERNATIONAL EDUCATION/ *INTERNATIONAL ORGANIZATIONS/ *MATHEMATICS EDUCATION/ MATHEMATICS TEACHERS/ SECONDARY SCHOOL MATHEMATICS/ *TEACHER EDUCATION
/ UNESCO

THE FINDINGS OF A GROUP OF 30 EXPERTS FROM 16 COUNTRIES ON THE FURTHER TRAINING OF SECONDARY MATHEMATICS TEACHERS ARE PRESENTED IN

THIS BOOK. TOPICS INCLUDED ARE AIMS OF FURTHER TRAINING, DIFFICULTIES IN THE PLANNING FOR FURTHER TRAINING, THE MATHEMATICS CONTENT NEEDED IN TRAINING PROGRAMS, PLANS FOR THE ORGANIZATION OF TRAINING PROGRAMS, AREAS OF FUNDAMENTAL RESEARCH, AND INTERNATIONAL COOPERATION IN TEACHER TRAINING. PART 2 PRESENTS THE PRESENT STATUS OF TEACHER TRAINING IN THE COUNTRIES REPRESENTED, THE SALARIES OF TEACHERS IN THESE COUNTRIES, AND A BIBLIOGRAPHY OF RESOURCE MATERIAL AVAILABLE IN EACH COUNTRY. (CT)

190

ED051683 FL002249 64
NDEA LANGUAGE AND AREA CENTERS: A REPORT ON THE FIRST FIVE YEARS.
BIGELOW, DONALD N.; LEGTERS, LYMAN H.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
OE-BULL-56016-1964-41
138P.

/ AREA STUDIES/ COLLEGES/ CROSS CULTURAL STUDIES/ *FEDERAL AID/ FEDERAL GOVERNMENT/ FEDERAL PROGRAMS/ FIELD STUDIES/ FINANCIAL SUPPORT / GOVERNMENT ROLE/ GRADUATE STUDY/ *HIGHER EDUCATION/ *LANGUAGE AND AREA CENTERS/ *LANGUAGE INSTRUCTION/ NON WESTERN CIVILIZATION/ *SECOND LANGUAGE LEARNING/ UNCOMMONLY TAUGHT LANGUAGES/ UNIVERSITIES
/ *NATIONAL DEFENSE EDUCATION ACT

THIS REPORT DOCUMENTS A BROAD CATEGORY OF INFORMATION CONCERNING THE FIRST FIVE YEARS OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. INCLUDED IN THE REPORT ARE THE FOLLOWING CHAPTERS: (1) CONCEPT AND PRACTICE IN NON-WESTERN AREA STUDIES, (2) THE LANGUAGE AND AREA CENTERS PROGRAM, (3) IMPACT OF THE CENTERS PROGRAM, (4) OUTLOOK FOR THE PROGRAM, AND (5) A SELECTED BIBLIOGRAPHY. EXTENSIVE INFORMATION ON GOVERNMENT POLICY, UNCOMMONLY-TAUGHT LANGUAGE PROGRAMS, THE CHICAGO SEMINAR OF THE COMMITTEE ON SUMMER PROGRAMS, ENROLLMENT DATA, AND GOVERNMENT FUNDING IS PROVIDED IN THE APPENDIXES. (RL)

191

ED052147 SP005006 OCT 70
PROJECT IMPACT: A PILOT STUDY EVALUATING THE NDEA SUMMER INSTITUTE PROGRAM. FINAL REPORT.
PERLOFF, EVELYN; AND OTHERS
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES, PITTSBURGH, PA.
RMQ66004
OEC-2-6-001005-1005
91P.

/ *EDUCATIONAL CHANGE/ *INSERVICE TEACHER EDUCATION/ *SUMMER INSTITUTES/ *TEACHER EDUCATION/ *TEACHER EDUCATORS
/ NDEA SUMMER INSTITUTE PROGRAM

THREE SEPARATE PROJECTS WERE INVOLVED IN THIS EVALUATION PROJECT. PROJECT 1 INVOLVED TEACHER-PARTICIPANTS, TEACHING STAFFS, AND INSTITUTE DIRECTORS AND ASKED THEIR OPINIONS ABOUT GENERAL INSTITUTE

PERFORMANCE AND PARTICULAR SUBJECT MATTER COVERAGE. PROJECT 2 FOCUSED ON THE TEACHER-PARTICIPANTS ONLY, INVESTIGATING THE EFFECTS OF INSTITUTE ATTENDANCE ON 1) THEIR LEARNING OF SUBJECT MATTER CONTENT, 2) THEIR ATTITUDES TOWARD STUDENTS, AND 3) THEIR CONSIDERATION OF TEACHING STRATEGIES. PROJECT 3 CONCENTRATED ON THE HOST COLLEGES AND UNIVERSITIES, SPECIFICALLY SEEKING TO EXPLORE SOME OF THE REACTIONS AND EXPERIENCES AFFECTING KEY EDUCATORS. A SAMPLE OF 94 INSTITUTES WAS INVOLVED, CONSISTING OF 30 IN HISTORY, 13 IN POLITICAL SCIENCE, 24 IN EDUCATIONAL MEDIA, AND 27 IN EDUCATION OF THE DISADVANTAGED. THE TOTAL SAMPLE OF TEACHERS EXCEEDED 3,000. THE GENERAL CONSENSUS OF COMMENTS BY DIRECTORS, STAFF MEMBERS, AND PARTICIPANTS WAS FAVORABLE, MANY STATING THAT THE INSTITUTES HAD EFFECTED SOME CHANGES IN THEIR CONSIDERATION AND EDUCATION OF TEACHERS ALTHOUGH IT WAS NOT POSSIBLE TO SHOW STATISTICALLY SIGNIFICANT PRE- AND POST-INSTITUTE DIFFERENCES WITH REGARD TO IMPROVED SUBJECT MATTER ACHIEVEMENTS. (MBM)

Curriculums, Methods, and Materials

192

ED022713 SP001503

THE WORLD AND THE AMERICAN TEACHER: THE PREPARATION OF TEACHERS IN THE FIELD OF WORLD AFFAIRS.

TAYLOR, HAROLD

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.

FGK01575

68

319P.

AMERICAN ASSN. OF COLLEGES FOR TEACHER EDUCATION, 1201 16TH ST., N.W., WASHINGTON, D.C. 20036 ($6.50)

HC NOT AVAILABLE FROM EDRS.

/ AGENCY ROLE/ AMERICAN CULTURE/ COLLEGE ROLE/ CROSS CULTURAL TRAINING/ *CULTURAL PLURALISM/ *EDUCATIONAL IMPROVEMENT/ FOREIGN RELATIONS/ GOVERNMENT ROLE/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ INTERNATIONAL ORGANIZATIONS/ *INTERNATIONAL PROGRAMS/ PRIVATE AGENCIES/ STATE DEPARTMENTS OF EDUCATION/ TEACHER CERTIFICATION/ *TEACHER EDUCATION/ TEACHER EDUCATION CURRICULUM/ TEACHER EXCHANGE PROGRAMS/ *WORLD AFFAIRS

/ AGENCY FOR INTERNATIONAL DEVELOPMENT/ AID/ INTERNATIONAL EDUCATION ACT OF 1966/ INTERNATIONAL SECRETARIAT FOR VOLUNTEER SERVICE/ ISVS/ PEACE CORPS/ UNITED NATIONS/ VOLUNTEERS TO AMERICA

THIS BOOK REPRESENTS A 2-YEAR STUDY OF THE PROBLEMS AND POSSIBILITIES FOR EXTENDING THE EDUCATION OF TEACHERS TO INCLUDE EDUCATION IN INTERNATIONAL AND CULTURAL PLURALISM. IT PRESENTS EVIDENCE AND CONCLUSIONS DRAWN FROM VISITS TO A 50-INSTITUTION CROSS SECTION OF COLLEGES AND UNIVERSITIES WHERE TEACHERS ARE PREPARED AND FROM CONFERENCES WITH EDUCATORS, GOVERNMENT OFFICIALS, STUDENTS, UNITED NATIONS PERSONNEL, AND MEMBERS OF PRIVATE ORGANIZATIONS AND PUBLIC AGENCIES. THE "INTRODUCTION" REVIEWS THE METHODOLOGY OF THE STUDY AND PLACES IT IN THE CONTEXT OF CURRENT ACTIVITY IN THE FIELD. CHAPTER 1 IS A BACKGROUND ANALYSIS OF THE DIMENSIONS OF THE PROBLEM OF EDUCATING TEACHERS IN THE AMERICAN SYSTEM AND ITS CULTURAL AND SOCIAL SETTING. THE ROLE OF "COLLEGES FOR TEACHERS" IS DICSUSSED IN CHAPTER 2, PARTICULARLY WITH REFERENCE TO PROGRAMS OF SUCH GROUPS AS THE PEACE CORPS. CHAPTER 3 REVIEWS PROGRAMS OF "INTERNATIONAL EXPERIENCE ABROAD AND AT HOME" WHICH ARE POSSIBLE THROUGH EXISTING ORGANIZATIONS AND INTERNATIONAL CONNECTIONS. CHAPTER 4, "THE CERTIFICATION QUESTION," DEALS WITH THE ROLE OF FEDERAL, STATE, AND LOCAL AGENCIES ALONG WITH EDUCATIONAL ASSOCIATIONS AND PRIVATE ORGANIZATIONS IN TEACHER EDUCATION. "THE CULTURAL ELEMENT IN FOREIGN POLICY," EXAMINES THE RELATIONSHIP BETWEEN THE EDUCATION OF AMERICAN TEACHERS AND THE CONDUCT OF FOREIGN POLICY. A FINAL CHAPTER SUMMARIZES 72 RECOMMENCATIONS FOR IMPROVING THE QUALITY OF EDUCATION IN A WORLD DIMENSION. (JS)

193

ED032010 24 HE001082
DEVELOPMENT OF INSTRUMENT FOR STUDY OF INTERNATIONAL EDUCATION IN TEACHER EDUCATION PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES. FINAL REPORT.
KLASSEN, FRANK H.; MOORE, RAYMOND S.
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
RMQ66004
BR-7-C-042
AUG 68
OEG-0-8-070420-0192-010
38P.

/ *EDUCATIONAL OBJECTIVES/ HIGHER EDUCATION/ INFORMATION RETRIEVAL/ INFORMATION SERVICES/ INTERCULTURAL PROGRAMS/ *INTERNATIONAL EDUCATION / *PROGRAM EVALUATION/ *QUESTIONNAIRES/ *TEACHER EDUCATION

IN RESPONSE TO A FELT NEED FOR SYSTEMATIC EVALUATION OF THE VARIED BUT ISOLATED PROGRAMS DESIGNED TO PROVIDE TEACHERS WITH INTERNATIONAL UNDERSTANDING, AN IN-DEPTH STUDY WILL BE MADE OF INTERNATIONAL PROGRAMS AT ALL US COLLEGES AND UNIVERSITIES THAT PREPARE TEACHERS. AS A FIRST STEP, AN INFORMATION RETRIEVAL INSTRUMENT WAS DEVELOPED DURING THE PILOT STUDY DISCUSSED IN THIS REPORT. THE FIRST SECTION OF THE INSTRUMENT PROVIDES THE RESPONDENT WITH A BRIEF RATIONALE FOR THE STUDY, DEFINITIONS OF THE LANGUAGE USED, AND INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE IN THE SECOND SECTION. THE 42 QUESTIONS ARE DESIGNED TO COLLECT DATA ON THE RATIONALE, RESOURCES, EVALUATION AND OBJECTIVES OF TEACHER EDUCATION PROGRAMS IN INTERNATIONAL EDUCATION. THE INSTRUMENT, WHICH WAS SENT TO 9 INSTITUTIONS SELECTED ACCORDING TO SIZE, TYPE, CONTROL, AND GEOGRAPHICAL LOCATION, PROVED TO BE SUFFICIENTLY SPECIFIC YET ADAPTABLE TO THE PARTICULAR CHARACTER OF EACH INSTITUTION. IT WILL BE USED IN THE PROJECTED NATIONWIDE STUDY TO IDENTIFY AND ASSESS CURRENT PROGRAMS, TO PLAN FOR CONTINUING INFORMATION RETRIEVAL AND EVALUATION, AND TO PROVIDE TEACHER EDUCATORS WITH CURRENT INFORMATION AND RECOMMENDATIONS. THE INFORMATION RETRIEVAL INSTRUMENT APPEARS AS AN APPENDIX OF THE REPORT. (WM)

194

ED032276 08 SP003065
INSTITUTE FOR SECONDARY SCHOOL TEACHERS TO SEEK METHODS OF INCREASING INTERCULTURAL UNDERSTANDING. FINAL REPORT.
BERNE, JOHN HENRY
BRIDGE, WARRENTON, VA.
RMQ66004
BR-8-6049
JUN 69
OEG-3-8-088049-0041-085
26P.

/ *CROSS CULTURAL STUDIES/ HIGH SCHOOL CURRICULUM/ INSERVICE TEACHER EDUCATION/ *INTERNATIONAL EDUCATION/ SECONDARY SCHOOL TEACHERS/ *TEACHER SEMINARS

TWENTY-FOUR SECONDARY TEACHERS FROM SIX NEW ENGLAND PUBLIC SCHOOLS AND SIX PRIVATE PREPARATORY SCHOOLS IN THE SAME TOWNS PARTICIPATED IN A 10-DAY SEMINAR ON INTERCULTURAL UNDERSTANDING THROUGH EDUCATION. THE AIM WAS TO ESTABLISH COOPERATIVE ARRANGEMENT BETWEEN PUBLIC AND PRIVATE SCHOOLS WHEREBY PROGRAMS IN THE IMPROVEMENT OF INTERCULTURAL UNDERSTANDING CAN BE DEVELOPED, PROGRAMS WHICH COULD SERVE AS MODELS FOR OTHER SCHOOLS. DISCUSSION AND POSTSEMINAR QUESTIONNAIRES AND LETTERS PRODUCED THESE FINDINGS: THAT INTEREST IN INTERCULTURAL PROBLEMS IS GREAT, THAT SUCH PROBLEMS EXIST WITHIN AS WELL AS ACROSS NATIONAL BOUNDARIES, AND THAT U.S. BLACK-WHITE PROBLEMS MIGHT BE APPROACHED AS INTERCULTURAL PROBLEMS, BUT THAT TEACHERS LACK ADEQUATE BACKGROUND, PRESERVICE TRAINING, FINANCIAL MEANS FOR STUDY, MATERIALS, RESOURCES, AND SUPPORT OF SCHOOL ADMINISTRATORS TO TEACH EFFECTIVELY IN THIS AREA. RIGID DEPARTMENTAL STRUCTURE AND WESTERN ETHNOCENTRIC BIAS ARE ALSO INHIBITIVE FACTORS. INTERCULTURAL EDUCATION MIGHT BE IMPROVED BY THE ESTABLISHMENT OF (1) PROGRAMS AND A PILOT INFORMATION CENTER TO DEVELOP MATERIALS AT THE SECONDARY SCHOOL LEVEL; (2) SUMMER INSTITUTES, CONFERENCES, AND FELLOWSHIPS FOR INSERVICE TEACHERS; (3) PILOT PROJECTS TO SET UP A PRESERVICE PROGRAM AND A REGIONAL OFFICE TO COORDINATE COOPERATIVE PROGRAMS BETWEEN PUBLIC AND PRIVATE SCHOOLS. UTILIZATION OF RETIRED UNIVERSITY PROFESSORS AS RESOURCE PEOPLE IS ALSO SUGGESTED. (JS)

195

ED032330 24 TE499927
EXPERIMENTAL STATEWIDE SEMINARS IN TEACHING ABOUT DEMOCRACY AND TOTALITARIANISM. FINAL REPORT.
MOORE, JERRY R.
NORTH CENTRAL ASSOCIATION OF COLL. AND SECONDARY SCHOOLS, CHICAGO, ILL.
RMQ66C04
BR-5-0685
18 JUL 69
OEC-5-10-251
47P.

/ CIVICS/ *COMMUNISM/ *DEMOCRACY/ DEMOCRATIC VALUES/ *INSERVICE TEACHER EDUCATION/ NATIONALISM/ POLITICAL ATTITUDES/ POLITICAL INFLUENCES/ POLITICAL ISSUES/ POLITICAL SCIENCE/ SECONDARY EDUCATION/ *SEMINARS/ *SOCIAL STUDIES/ SOCIAL STUDIES UNITS

TO IMPROVE SOCIAL STUDIES INSTRUCTION AND CURRICULUM CONTENT IN THE UNITED STATES, NORTHWESTERN UNIVERSITY AND THE NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT CONDUCTED 14 EXPERIMENTAL SEMINARS (1964-69) IN WHICH 894 TEACHERS AND ADMINISTRATORS FROM 25 STATES TOOK PART. TO DETERMINE THE EFFECTIVENESS OF THE SEMINARS, TWO SURVEYS WERE TAKEN, ONE AFTER THE FOURTH SEMINAR AND ONE AFTER THE LAST. IN THE FIRST SURVEY, 30 EDUCATORS AGREED THAT THE SEMINARS HAD BEEN EFFECTIVE IN PRODUCING CURRICULUM REVISIONS AND THAT THEY HAD

CHANGED TEACHER ATTITUDES. IN THE OTHER, 96 PARTICIPANTS REPRESENTING ALL SEMINARS INDICATED THAT THEY (1) RESPONDED FAVORABLY TO THE "STATUS AND INVOLVEMENT ROLES" AFFORDED BY THE SEMINARS, (2) TOOK PART, IN THEIR OWN SCHOOLS, IN THE PREPARATION OF SOCIAL STUDIES CURRICULUMS AND OF UNITS ON DEMOCRACY AND TOTALITARIANISM, (3) BROUGHT FRESH IDEAS INTO THE CURRICULUMS FROM THE SEMINAR, (4) APPLIED THE INFORMED OPINIONS OF UNIVERSITY SPECIALISTS AND SCHOLARS TO THEIR EDUCATIONAL SITUATIONS, AND (5) INCORPORATED NEW MATERIALS AND APPROACHES DIRECTLY INTO THE SOCIAL STUDIES CURRICULUM. (MP)

196

ED033920 SP003297
AN EVALUATION OF STUDY FOR THE UNIVERSITY OF MICHIGAN TEACHER CANDIDATES AT THE UNIVERSITY OF SHEFFIELD, ENGLAND.
EGGERTSEN, CLAUDE A.
MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
RMQ66004
BR-6-8455
OCT 69
OEG-3-7-068455-2999
86P.

/ COLLEGE COOPERATION/ EDUCATIONAL ATTITUDES/ EDUCATIONAL EXPERIMENTS/ *PRESERVICE EDUCATION/ *PROGRAM EVALUATION/ *STUDENT EXCHANGE PROGRAMS/ *STUDENT TEACHERS

THIS STUDY WAS UNDERTAKEN TO ASSESS THE EDUCATIONAL VALUE OF AN EXCHANGE PROGRAM WHICH ENABLES TEACHER CANDIDATES FROM THE UNIVERSITY OF MICHIGAN TO PARTICIPATE IN A ONE-SEMESTER PROGRAM OF STUDY (INVOLVING BOTH PROFESSIONAL AND SUPERVISED TEACHING COURSES) AT THE UNIVERSITY OF SHEFFIELD IN ENGLAND. THE COMPARATIVE STUDY WAS DESIGNED TO TEST THE HYPOTHESIS THAT PARTICIPANTS IN THE EXCHANGE "TEND TO BECOME MORE SENSITIVE AND INFORMED ABOUT DOMESTIC AND INTERNATIONAL PROBLEMS AND MORE PROFESSIONAL IN OUTLOOK AND BEHAVIOR THAN WOULD BE THE CASE IF THEY SPENT ALL THEIR COLLEGE DAYS IN AMERICAN INSTITUTIONS." ONE HUNDRED AND TWENTY-SEVEN EXCHANGE STUDENTS WERE MATCHED WITH 127 NON-PARTICIPATING STUDENTS FOR THE PERIOD BETWEEN 1961 AND 1966. THREE INSTRUMENTS (INCLUDED IN THE APPENDIX SECTION OF THIS REPORT) WERE DEVELOPED TO MEASURE AND COMPARE ATTITUDES AND TEACHING PERFORMANCE OF THE EXCHANGES AND MEMBERS OF THE MATCHED GROUP. GIVEN "THE ASSUMPTION THAT IT IS POSSIBLE TO RATE THE ATTITUDE RESPONSES IN TERMS OF THE DESIRABILITY OF CERTAIN VIEWS IN MODERN SOCIETY AND EDUCATION," STATISTICAL ANALYSIS OF DIFFERENCES BETWEEN THE TWO GROUPS "SHOW THE EXCHANGE PROJECT TO BE SUPERIOR TO THE AVAILABLE ALTERNATIVE WAY OF EDUCATING TEACHERS" AND LEAD TO THE RECOMMENDATION THAT THIS EXPERIMENTAL APPROACH TO TEACHER EDUCATION BE CONTINUED AND/OR EXPANDED. (JS)

197

ED040107 80 SO000036
ADVENTURE ON A BLUE MARBLE: APPROACHES TO TEACHING INTERCULTURAL UNDERSTANDING.
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, ATLANTA, GA.
RMQ66000
69
89P.
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS. 795 PEACHTREE STREET, N.E., 5TH FLOOR, ATLANTA, GEORGIA 30308 ($1.00; QUANTITY DISCOUNT)
HC NOT AVAILABLE FROM EDRS.

/ AFFECTIVE OBJECTIVES/ BEHAVIORAL OBJECTIVES/ BIBLIOGRAPHIES/ COGNITIVE OBJECTIVES/ *CONCEPT TEACHING/ *CROSS CULTURAL TRAINING/ *CULTURAL AWARENESS/ EVALUATION TECHNIQUES/ *INDUCTIVE METHODS/ *INQUIRY TRAINING/ INSTRUCTIONAL DESIGN/ INSTRUCTIONAL MATERIALS/ INTERDISCIPLINARY APPROACH/ INTERNATIONAL EDUCATION/ PROBLEM SOLVING/ STUDENT EVALUATION/ UNIT PLAN

/ BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES

IN THIS BOOKLET, AN ATTEMPT HAS BEEN MADE TO POINT OUT WAYS THAT A TEACHER MAY LEAD STUDENTS TO ACCEPT OTHERS FOR WHAT THEY ARE AND TO VALUE THE RICH AND VARIED CONTRIBUTIONS OF ALL CULTURES TO THE TOTALITY OF HUMAN LIFE. A COMPLETE PROGRAM FOR INTERCULTURAL EDUCATION AND UNDERSTANDING HAS NOT BEEN GIVEN, BUT APPROACHES ARE SUGGESTED FOR TEACHER USE IN DEVELOPING PROGRAMS AND PROCEDURES THAT WILL SUIT THE NEEDS AND ABILITIES OF THE STUDENTS. THE AREAS OF CONCERN WHICH HAVE BEEN COVERED ARE: 1) BASIC COURSE OBJECTIVES; 2) BEHAVIORAL OBJECTIVES ACCORDING TO BLOOM'S TAXONOMY; 3) CONCEPT TEACHING USING INDUCTIVE AND DEDUCTIVE METHODS; 4) INSTRUCTIONAL APPROACHES-INQUIRY TRAINING, PROBLEM SOLVING, ATTITUDE DEVELOPMENT, THE UNIT APPROACH, CASE STUDY APPROACH WITH ROLE PLAYING; 5) ENRICHMENT THROUGH INTERDISCIPLINARY ACTIVITIES; AND 6) EVALUATION TECHNIQUES. A 16 PAGE BIBLIOGRAPHY HAS INCLUDED INSTRUCTIONAL MATERIALS, TEACHER BACKGROUND MATERIALS, GUIDES TO AUDIO-VISUAL MATERIALS, PROJECTS, INFORMATION SOURCES, NEWSPAPERS AND PERIODICALS. (SBE)

198

ED047579 FL002117
PERSPECTIVES FOR TEACHERS OF LATIN AMERICAN CULTURE.
SEELYE, H. NED, ED.
ILLINOIS STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD.
70
173P.

/ BICULTURALISM/ BILINGUALISM/ BILINGUAL STUDENTS/ COMMUNITY ATTITUDES/ *CROSS CULTURAL STUDIES/ CULTURAL ENRICHMENT/ DIALECTS/ ENGLISH (SECOND LANGUAGE)/ FLES PROGRAMS/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ INTERCULTURAL PROGRAMS/ *LANGUAGE INSTRUCTION/ *LANGUAGE LEARNING LEVELS/ LANGUAGE TESTS/ *LATIN

AMERICAN CULTURE/ MODERN LANGUAGES/ SPANISH SPEAKING/ *TEACHING METHODS

ARTICLES TREATING VARIOUS ASPECTS OF THE TEACHING OF HISPANIC CULTURE AT THE SECONDARY AND JUNIOR HIGH SCHOOL LEVELS ARE INTENDED TO IMPROVE METHODOLOGY AND FACILITATE THE DEVELOPMENT OF TEACHER-MADE INSTRUCTIONAL MATERIALS. AN OVERVIEW OF THE FIELD RELATING PROBLEMS AND PROCEDURES IN SEVERAL AREAS IS DEVELOPED. SELECTIONS COVER: (1) BILINGUALITY, CONCEPT FORMATION, AND LANGUAGE DEVELOPMENT; (2) FOREIGN LANGUAGE FOR PRESCHOOL CHILDREN; (3) A CULTURAL FRAMEWORK FOR TEACHING SPANISH TO CHILDREN; (4) DIRECT CLASSROOM TEACHING OF CULTURAL CONCEPTS; (5) TEACHING CULTURE THROUGH COMIC STRIP; (6) USE OF THE FOLKSONG; (7) LATIN AMERICA STUDIES PROGRAMS FOR SPANISH-SPEAKING AMERICANS; (8) SPANISH DIALECTOLOGY; (9) A NORTH AMERICAN VIEW OF A CONGRESS ON ADULT EDUCATION HELD IN CARACAS, VENEZUELA; (10) THE "YANQUI" IMAGE IN ASTURIAS' "BANANA TRILOGY"; (11) ARGENTINA AS A LATIN ENIGMA; (12) WAYS TO DEVELOP MORE POSITIVE ATTITUDES TOWARD NATIVE SPEAKERS OF SPANISH; (13) PSYCHOLOGICAL THEORY OF LANGUAGE LEARNING; (14) THREE "LEVELS" OF COMPETENCE FOR SPANISH CLASSES; AND (15) TESTING UNDERSTANDING OF THE FOREIGN CULTURE. (RL)

199

ED049665 FLC02186 .71.

THE SUPERVISOR'S ROLE IN FOREIGN-LANGUAGE TEACHER TRAINING.

MCKIM, LESTER; AND OTHERS

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, NEW YORK, N.Y.; MODERN LANGUAGE ASSOCIATION OF AMERICA, NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES.

BBB03611

42P.; WORKPAPERS AND PRESENTATIONS OF THE ACTFL PRE-CONFERENCE WORKSHOP, LOS ANGELES, CALIFORNIA, NOVEMBER 23-25, 1970

/ CLASSICAL LANGUAGES/ *CONFERENCE REPORTS/ *EDUCATIONAL ACCOUNTABILITY/ EFFECTIVE TEACHING/ INSTRUCTIONAL PROGRAM DIVISIONS/ LANGUAGE INSTRUCTION/ METHODS COURSES/ *MODERN LANGUAGES/ QUALIFICATIONS/ *STATE FOREIGN LANGUAGE SUPERVISORS/ SUPERVISORS/ SUPERVISORY ACTIVITIES/ *TEACHER EDUCATION/ TEACHER EDUCATOR EDUCATION / TEACHER EVALUATION/ TEACHER IMPROVEMENT/ *TEACHER SUPERVISION

THE CORE OF THIS REPORT IS THREE PAPERS WHICH FOCUS ON THE CURRENT STATUS AND FUNCTION OF THE FOREIGN LANGUAGE SUPERVISOR. KLAUS MUELLER'S PAPER, "RESPONSIBILITIES OF THE FOREIGN LANGUAGE TEACHER TRAINER", ADVOCATES THE DESIGN AND DEVELOPMENT OF ACHIEVEMENT TESTS THAT WOULD VALIDATE TEACHER COMPETENCY. JERMAINE ARENDT'S, "THE LOCAL SUPERVISOR'S ROLE IN FOREIGN LANGUAGE TEACHER EDUCATION", REEXAMINES THE ROLE OF THE SUPERVISOR, PARTICULARLY IN THE LIGHT OF GOVERNMENT WITHDRAWAL OF SUPPORT FROM FOREIGN LANGUAGE PROGRAMS. KENNETH LESTER'S, "RESPONSIBILITIES OF THE STATE FOREIGN LANGUAGE SUPERVISOR", PROPOSES JOINT SOVEREIGNTY FOR TEACHER EDUCATION, SHARED BY COLLEGES, STATE DEPARTMENTS OF EDUCATION, AND PUBLIC SCHOOL SYSTEMS. FINAL RECOMMENDATIONS CONCERNING THIS SUBJECT, PREPARED BY DISCUSSION GROUPS AT THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) 970, LOS ANGELES, PRECONFERENCE WORKSHOP, ARE INCLUDED. (RL)

200

ED049669 FL002191 .71.
ERIC DOCUMENTS ON THE TEACHING OF FOREIGN LANGUAGES: LISTS NUMBERS 1-4.
MILDENBERGER, ANDREA S.; AND OTHERS
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, NEW YORK, N.Y.; MODERN LANGUAGE ASSOCIATION OF AMERICA, NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES.
BBB03611
68P.
MLA MATERIALS CENTER, 62 FIFTH AVE., NEW YORK, N.Y. 10011 ($1.00)

/ BILINGUALISM/ *CATALOGS/ CLASSICAL LANGUAGES/ *CLEARINGHOUSES/ CULTURAL CONTEXT/ CURRICULUM GUIDES/ *EDUCATIONAL RESOURCES/ FLES/ *LANGUAGE INSTRUCTION/ LANGUAGE LABORATORIES/ MICROFICHE/ *MODERN LANGUAGES/ PROGRAMED INSTRUCTION/ SECOND LANGUAGE LEARNING/ STATISTICAL STUDIES/ TEACHER EDUCATION/ TEACHING TECHNIQUES/ TELEVISED INSTRUCTION/ TESTING/ UNCOMMONLY TAUGHT LANGUAGES

THIS COMPILATION OF THE FIRST FOUR SUCH CATALOGS LISTS 1603 ITEMS PERTAINING TO FOREIGN LANGUAGE INSTRUCTION THAT WERE ACCESSIONED BY ALL EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSES FROM NOVEMBER 1966 THROUGH OCTOBER 1969. ENTRIES ARE ORGANIZED ALPHABETICALLY WITHIN EACH CATALOG, AND 13-CATEGORY (WITH SUBDIVISIONS WITHIN EACH CATEGORY) USER INDEX ASSISTS IN PINPOINTING ITEMS RELEVANT TO PARTICULAR INTERESTS. ALSO SUPPLIED ARE PRICES FOR MICROFICHE OR HARD COPY REPRODUCTIONS, ERIC DOCUMENT NUMBERS, AND AVAILABILITY INFORMATION. REFERENCES ARE SUPPLIED FOR ABSTRACT SOURCES OF THE DOCUMENTS LISTED. FOR SUBSEQUENT LISTS SEE ED 044 990 AND ED 047 592. (WB)

201

ED051722 48 FL002370 JUL 71
CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION. FINAL REPORT.
ALTMAN, HOWARD B.; POLITZER, ROBERT L.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
BBB02054
OEC-0-71-2410(823)
273P.

/ ADMINISTRATOR ATTITUDES/ CLASSROOM TECHNIQUES/ *CONFERENCE REPORTS / COST EFFECTIVENESS/ CURRICULUM DEVELOPMENT/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL INNOVATION/ EDUCATIONAL PSYCHOLOGY/ FLES/ GROUP INSTRUCTION/ *INDIVIDUALIZED INSTRUCTION/ INSTRUCTIONAL PROGRAM DIVISIONS/ *LANGUAGE INSTRUCTION/ *MODERN LANGUAGES/ PERFORMANCE CONTRACTS/ STUDENT ATTITUDES/ TEACHER EDUCATION/ TEACHING METHODS

THESE CONFERENCE PROCEEDINGS CONTAIN ADDRESSES AND COMMENTS OF SOME

42 PARTICIPANTS. PAPERS ARE GROUPED IN THREE MAJOR SECTIONS: (1) THE STATUS OF INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION TODAY, (2) SMALL-GROUP PRESENTATIONS, AND (3) VIEWPOINTS ON CHANGE. THE PAPERS COVER A WIDE VARIETY OF TOPICS INCLUDING A REVIEW OF THE STATE-OF-THE-ART, STUDENT ATTITUDES, CURRICULAR PLANNING, ADMINISTRATIVE PERSPECTIVES, FLES, TESTING, ACCOUNTABILITY, PSYCHOLOGICAL FACTORS, GROUP WORK, CONTRACTING, TEACHER TRAINING, PROGRAMED MATERIALS, DEVELOPING PROFICIENCY IN SPEAKING, MATERIAL ADAPTATION, ROLE OF "HARDWARE," GRADING AND CREDIT, AND BILINGUAL EDUCATION. CONCLUDING REMARKS FOCUS ON THE IMPLEMENTATION OF CHANGE IN THE FOREIGN LANGUAGE CLASSROOM AND A STUDENT'S REACTION TO THE CONFERENCE. A LIST OF PARTICIPANTS AND A PROGRAM SCHEDULE ARE INCLUDED. (RL)

202

ED052096 SO001424 67
INTERCULTURAL EDUCATION SERIES. AN INTRODUCTION TO SELECTED LATIN AMERICAN CULTURES.
HUBERT, FRANK W. R.; AND OTHERS
BRYAN INDEPENDENT SCHOOL DISTRICT, TEX.; TEXAS A AND M UNIV., COLLEGE STATION.
RMQ66000
MONOGR-1
174P.

/ AMERICAN HISTORY/ *AREA STUDIES/ COMPARATIVE EDUCATION/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ ELEMENTARY GRADES/ *HUMANITIES/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ *LATIN AMERICAN CULTURE/ RESOURCE MATERIALS/ SECONDARY GRADES/ *SOCIAL STUDIES
/ *LATIN AMERICA/ PROGRAMA DE EDUCACION INTERAMERICANA/ TEXAS

THIS IS THE FIRST PUBLICATION IN A SERIES DEVELOPED BY THE PROGRAMA DE EDUCACION INTERAMERICANA DESIGNED TO ENRICH AND STRENGTHEN THE KNOWLEDGE AND UNDERSTANDING OF TEXAS TEACHERS AND STUDENTS IN THE FIELD OF INTERCULTURAL EDUCATION, WITH PARTICULAR REFERENCE TO MEXICO AND THE REPUBLICS OF CENTRAL AND SOUTH AMERICA. THE PROJECT HOPES TO PRODUCE A NEW STRATEGY FOR EDUCATION WHICH WILL FOSTER AND ENHANCE CULTURAL EMPATHY WHEREVER AREAS OF STUDY IN ELEMENTARY AND SECONDARY EDUCATION RELATE TO ANY ASPECT OF LATIN AMERICA. THE ARTICLES IN THIS VOLUME WERE PREPARED TO PROVIDE THE TEACHER WITH AN OVERALL CULTURAL BASE WITH SPECIFIC EXAMPLES: 1) CULTURE AND EDUCATION: A RATIONALE FOR PROGRAMA DE EDUCACION INTERAMERICANA; 2) SOCIETY AND EDUCATION IN BRAZIL; 3) LANGUAGE AND CULTURAL EMPATHY; 4) PHILOSOPHY OF LATIN AMERICA: YESTERDAY AND TODAY; 5) POLITICAL ECONOMY OF LATIN AMERICA; 6) THE HISTORY OF LATIN AMERICA; 7) CONTRASTS OF PERU AND BRAZIL; 8) SOCIAL FORCES IN LATIN AMERICA. STATISTICAL DATA, BIOGRAPHICAL INFORMATION ON KEY PERSONS IN LATIN AMERICA, AND QUITE EXTENSIVE BIBLIOGRAPHIES ACCOMPANY ALMOST EVERY CHAPTER. CURRICULUM MATERIALS, TEACHING GUIDES, AND OTHER RESOURCES IN THE MONOGRAPH SERIES ARE: SO 001 425 THROUGH SO 001 428. (AUTHOR/VLW)

203

ED052099 SO001427 68
INTERCULTURAL EDUCATION SERIES. SOME PERSPECTIVES ON INTER-AMERICA.
DE ARMOND, LOUIS; AND OTHERS
BRYAN INDEPENDENT SCHOOL DISTRICT, TEX.; TEXAS A AND M UNIV., COLLEGE STATION.
RMQ66000
MONOGR-4
143P.

/ AMERICAN HISTORY/ *AREA STUDIES/ ART/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ ELEMENTARY GRADES/ *HUMANITIES/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ *LATIN AMERICAN CULTURE/ MUSIC/ RESOURCE MATERIALS/ SECONDARY GRADES/ *SOCIAL STUDIES/ SPANISH AMERICAN LITERATURE
/ *LATIN AMERICA/ TEXAS
THIS PUBLICATION OF THE PROGRAMA DE EDUCACION INTERAMERICANA BUILDS UPON THE OVERALL CULTURAL BASE ON LATIN AMERICA PRESENTED FOR THE TEACHER IN SO 001 424 BY PROVIDING ADDITIONAL INFORMATION FOR UNDERSTANDING PAST AND PRESENT EVENTS. IT ALSO PRESENTS, IN GENERAL VIEW, THE DEVELOPMENT OF MUSIC, LITERATURE, AND ART. A THIRD DIMENSION IS INTRODUCED, CREATIVITY AS IT APPLIES TO THE METHODOLOGY OF TEACHING. THE CHAPTERS ARE: 1) HISTORICAL CONTRASTS BETWEEN IBERO AND ANGLO AMERICA; 2) INFLATION IN LATIN AMERICA; 3) NOTES ON THE LATIN AMERICAN MIND; 4) DEVELOPING AN APPROACH TO CREATIVITY; 5) AMERICA AND ART; 6) MUSIC IN THE AMERICAS; AND, 7) SPANISH AMERICAN LITERATURE FOR UNITED STATES READERS. BIBLIOGRAPHIES OF SUGGESTED READING ACCOMPANY EACH CHAPTER; OTHER RESOURCES IN THE MONOGRAPH SERIES ARE: SO 001 425 AND SO 001 426. (AUTHOR/VLW)

204

ED052100 SO001428 70
INTERCULTURAL EDUCATION SERIES. THE AMERICAS AND SELF-IDENTIFICATION.
JONES, EARL, ED.; DEAN, FRANCES, ED.
BRYAN INDEPENDENT SCHOOL DISTRICT, TEX.; TEXAS A AND M UNIV., COLLEGE STATION.
RMQ66000
MONOGR-5
153P.

/ *AREA STUDIES/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ ELEMENTARY GRADES/ *HUMANITIES/ INSTRUCTIONAL DESIGN/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ *LATIN AMERICAN CULTURE/ RESOURCE MATERIALS/ SECONDARY GRADES/ SELF CONCEPT/ *SOCIAL STUDIES/ SPANISH AMERICANS/ SPANISH CULTURE/ TEACHING METHODS
/ *LATIN AMERICA/ TEXAS
THIS IS THE FINAL MONOGRAPH IN THE PROGRAMA DE EDUCACION

INTERAMERICANA RESOURCE SERIES ON LATIN AMERICA: SO 001 424 THROUGH SO 001 428. TWO MAIN SECTIONS ARE CONTAINED HERE: 1) PHILOSOPHICAL AND METHODOLOGICAL APPROACHES TO THE PROBLEMS OF TEACHING THE SOCIAL STUDIES, AND 2) AMMUNITION IN KNOWING THE AMERICAS SO THEY CAN BE TAUGHT BETTER. THE CHAPTERS ARE: 1) SELF-IDENTIFICATION AND WORLD VIEW; 2) THE SELF AND OTHERS; 3) EFFECTING ATTITUDE CHANGES THROUGH EDUCATIONAL TECHNOLOGY: FACT OR FANCY; 4) USING LITERATURE IN THE TEACHING OF SOCIAL STUDIES; 5) SAMPLE STRATEGIES FOR CREATIVE INSTRUCTION IN SOCIAL STUDIES; 6) THE FRENCH CONTRIBUTION TO THE TEXAS HERITAGE; 7) LATIN AMERICA: ONE AND/OR MANY, A PHILOSOPHICAL EXPLORATION; 8) NON-ESTATE SMALL-SCALE FARMING IN THE CARIBBEAN AND GUYANA; 9) FRENCH INFLUENCE IN THE LITERARY AND ARTISTIC WORLD OF THE WESTERN HEMISPHERE; 10) A PORTRAIT OF MEXICO; 11) SPAIN: ITS PEOPLE, LANGUAGE, AND CULTURE; 12) SONGS, INSTRUMENTS, AND DANCES OF THE AMERICAS. BIBLIOGRAPHIES OF SUGGESTED READINGS ACCOMPANY EACH CHAPTER. (AUTHOR/VLW)

205

EP011467 24
AN EVALUATIVE STUDY OF THE EFFECTIVENESS OF THE REGIONAL COLLEGES OF EDUCATION FOR THE IMPROVEMENT OF SECONDARY SCHOOL TEACHER EDUCATION IN INDIA.
THOMAS, JOHN; AND OTHERS
OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION.
BR-8-E-075 26 OCT 67
REGIONAL RESEARCH PROGRAM, OAC
OHIO CONGRESSIONAL DISTRICT NUMBER 15
OEG-5-9-455075-0006

/ FEDERAL AID/ *FOREIGN COUNTRIES/ SECONDARY SCHOOL TEACHERS/ *TEACHER EDUCATION/ *TEACHERS COLLEGES/ TEACHING PROGRAMS
/ INDIA/ MINISTRY OF EDUCATION/ REGION 5
START DATE 05 SEP 68;END DATE 05 MAR 70

THE MAIN OBJECTIVES OF THIS STUDY ARE TO IMPROVE TEACHER EDUCATION PROGRAMS IN INDIA AND TO EVALUATE THE EFFECTIVENESS OF UNITED STATES AIDED SECONDARY SCHOOL TEACHER TRAINING PROGRAMS IN REGIONAL COLLEGES OF EDUCATION IN INDIA. ADDITIONAL OBJECTIVES ARE TO IDENTIFY AND ANALYZE PROBLEMS THAT CONFRONT BOTH REGIONAL COLLEGES AND OTHER TEACHER TRAINING INSTITUTIONS IN INDIA AND TO MAKE RECOMMENDATIONS FOR THE INCREASED EFFICIENCY OF TEACHER TRAINING PROGRAMS IN INDIA. (BK)

206

ED003342 24
THE CHARACTERISTICS OF TEACHER EDUCATION STUDENTS IN THE BRITISH ISLES AND THE UNITED STATES.
DICKSON, GEORGE E. ; AND OTHERS
TOLEDO UNIV., OHIO. RESEARCH FOUNDATION.
CRP-2518
65
317P.

/ *COMPARATIVE ANALYSIS/ COMPARATIVE STATISTICS/ COMPARATIVE TESTING / *EDUCATIONAL RESEARCH/ *EDUCATIONAL STATUS COMPARISON/ EDUCATIONAL TRENDS/ ELEMENTARY EDUCATION/ *FOREIGN COUNTRIES/ INTELLIGENCE TESTS/ SECONDARY EDUCATION/ STANDARDIZED TESTS/ STUDENT TEACHING/ TEACHER ATTITUDES/ TEACHER CHARACTERISTICS/ *TEACHER EDUCATION/ TESTS
/ GREAT BRITAIN/ OHIO/ TOLEDO

A COMPARISON OF PRESERVICE TEACHER EDUCATION STUDENTS WAS PERFORMED IN THE AREAS OF (1) TEACHER ATTITUDES AND PERSONALITY CHARACTERISTICS, (2) GENERAL EDUCATIONAL PREPARATION, (3) PROFESSIONAL EDUCATION KNOWLEDGE, AND (4) GENERAL INTELLIGENCE. ALMOST 5,000 ELEMENTARY AND SECONDARY EDUCATION STUDENTS IN THE UNITED KINGDOM AND THE UNITED STATES RECEIVED A 12-HOUR BATTERY OF STANDARDIZED TESTS. THE RESULTS ON THE TEACHER CHARACTERISTICS AND ATTITUDES MEASURED INDICATED THAT STUDENTS IN THE UNITED STATES WERE MORE LEARNING-CENTERED OR TRADITIONAL AND LESS CHILD-CENTERED OR PERMISSIVE IN THEIR APPROACH TO TEACHING THAN WERE THEIR BRITISH COUNTERPARTS. AMERICAN STUDENTS APPEARED TO HAVE BETTER PREPARATION IN MEASURED AREAS OF PROFESSIONAL EDUCATION. OTHER RESULTS SHOWED A LARGE NUMBER OF SIGNIFICANT DIFFERENCES AND SOME DEFINITE PATTERNS. (JM)

207

ED026303 24 SP002152
OPEN-CLOSED MINDEDNESS OF COLLEGE STUDENTS IN TEACHER EDUCATION. FINAL REPORT.
SHAVER, JAMES P.; RICHARDS, HYRUM E.
UTAH STATE UNIV., LOGAN. BUREAU OF EDUCATIONAL RESEARCH.
RMQ66004
BR-7-8056
OCT 68
OEC-1-7-078056-3852
173P.

/ *ATTITUDE TESTS/ *COLLEGE STUDENTS/ DEMOCRATIC VALUES/ *DOGMATISM/ *EDUCATIONAL RESEARCH/ MENTAL RIGIDITY/ METHODS COURSES/ NATIONAL SURVEYS/ POLITICAL ATTITUDES/ RELIGIOUS FACTORS/ RESEARCH METHODOLOGY/

SAMPLING/ SOCIAL STUDIES/ SUBCULTURE/ *TEACHER EDUCATION/ TEST VALIDITY
/ DOGMATISM SCALE/ *F-SCALE/ GOUGH-SANFORD RIGIDITY SCALE

RESEARCH WAS CONDUCTED REGARDING THE LACK OF INFORMATION ABOUT (1) THE RELATIONS OF OPEN-CLOSED MINDEDNESS (DOGMATISM, AUTHORITARIANISM, AND RIGIDITY) TO REACTIONS TO A SOCIAL STUDIES METHODS COURSE; (2) THE POSSIBLE BIASING EFFECTS OF DRAWING SAMPLES OF TEACHER EDUCATION STUDENTS FROM DIFFERENT GROUPS, SUBCULTURAL AND EDUCATIONAL; AND (3) THE COMPARATIVE CENTRAL TENDENCIES ON MEASURES OF OPEN-CLOSED MINDEDNESS OF TEACHER EDUCATION STUDENTS IN THE U.S. AND IN GERMANY. A CORRELATIONAL STUDY WAS MADE OF F-SCALE, DOGMATISM SCALE, AND GOUGH-SANFORD RIGIDITY SCALE SCORES OF THREE SOCIAL STUDIES METHODS CLASSES AT ONE UNIVERSITY, OF A NATIONAL SAMPLE OF TEACHER EDUCATION STUDENTS ON NINE CAMPUSES, AND OF GERMAN STUDENTS IN THREE INSTITUTIONS. DIFFERENCES BETWEEN THE SCALE MEANS OF AMERICAN AND GERMAN SAMPLES WERE SIGNIFICANT. COMPARISONS OF TEACHER EDUCATION STUDENTS FROM DIFFERENT UNIVERSITIES CONFIRMED THE IMPORTANCE OF RELIGION AS A SAMPLING VARIABLE, BUT DATA PROVIDED LITTLE EVIDENCE THAT AGE, COLLEGE CLASS, SEX OR COMMITMENT TO ELEMENTARY OR SECONDARY EDUCATION ARE POTENT VARIABLES FOR ANTICIPATING VARIABILITY IN OPEN-CLOSED MINDEDNESS. TEACHING MAJOR APPEARED TO BE RELATED TO THE SCORES, AND THUS A MATTER OF CONSIDERATION IN DRAWING TEACHER EDUCATION SAMPLES. THERE WAS NO EVIDENCE THAT STUDENTS IN TEACHER EDUCATION ARE MORE AUTHORITARIAN OR DOGMATIC THAN UNIVERSITY STUDENTS IN GENERAL. (INCLUDED ARE A 345-ITEM BIBLIOGRAPHY AND DISCUSSION OF THE VALIDITY OF THE F- AND D-SCALES.) (JS)

Other

208

ED032809 48 FL001464
THE RELATIONSHIP OF AFRICANISTS TO AFRO-AMERICAN STUDIES; REPORT OF A CONFERENCE (EAST LANSING, MICHIGAN, APRIL 25-26, 1969).
RICHARDSON, IRVINE, COMP.
RMQ66004
BR-8-0075
69
OEC-0-8-000075-3422
38P.

/ *AFRICAN AMERICAN STUDIES/ CONFERENCE REPORTS/ CULTURAL EDUCATION/ CURRICULUM DEVELOPMENT/ EDUCATIONAL INTEREST/ FEDERAL PROGRAMS/ INSERVICE TEACHER EDUCATION/ *INSTRUCTIONAL MATERIALS/ LANGUAGE INSTRUCTION/ MATERIAL DEVELOPMENT/ *PROGRAM DESCRIPTIONS/ *PROGRAM DEVELOPMENT/ SCHOOL COMMUNITY COOPERATION/ SECONDARY SCHOOLS/ STUDENT MOTIVATION/ SWAHILI/ TEACHER BACKGROUND/ *TEACHER EDUCATION/ UNIVERSITIES

THIS REPORT OF A CONFERENCE AT MICHIGAN STATE UNIVERSITY ON WAYS IN WHICH THE AFRICANIST IS, AND MIGHT BE, RELATED TO AFRO-AMERICAN STUDIES EMPHASIZES EXAMPLES OF PRESENT COOPERATION AND SUGGESTIONS FOR

THE FUTURE. PRESENT EFFORTS IN SECONDARY SCHOOLS, UNIVERSITIES, AND THE U.S. OFFICE OF EDUCATION ARE DESCRIBED. SUGGESTIONS FOR TEACHING MATERIALS, FURTHER PROGRAM DEVELOPMENT, AND THE TEACHING OF SWAHILI; AS WELL AS PROBLEMS OF TEACHER BACKGROUND, ORGANIZATION OF AFRO-AMERICAN STUDIES WITHIN EXISTING SYSTEMS, AND POPULAR ACCEPTANCE ARE INCLUDED. SOME SUGGESTIONS ARE ADVANCED FOR SOLUTIONS TO TEACHER TRAINING AND TEACHING MATERIALS PROBLEMS. BACKGROUND ON THE CONFERENCE'S ORGANIZATION, THE MOTIVATION AND DEMAND FOR AFRO-AMERICAN STUDIES, AND THE RELATION OF AFRICAN SPECIALISTS TO SUCH STUDIES ARE DESCRIBED BRIEFLY IN AN INTRODUCTION. AN APPENDIX LISTS CONFERENCE PARTICIPANTS AND SUMMER INSTITUTES AND INSERVICE PROGRAMS. (AF)

209

ED042674 95 SO000224
EXTERNAL EVALUATION OF THE EPDA WORLDMINDEDNESS INSTITUTE.
HARVEY, O. J.; KING, EDITH W.
DENVER UNIV., COLO.
RMQ66000
69
OEG-0-9-151186-1759-725
17P.

/ ADMINISTRATOR ATTITUDES/ ADOPTION (IDEAS)/ ATTITUDE TESTS/ BEHAVIOR CHANGE/ BELIEFS/ *CHANGING ATTITUDES/ *ELEMENTARY SCHOOLS/ *INSTITUTES (TRAINING PROGRAMS)/ *PROGRAM EVALUATION/ *SCHOOL PERSONNEL/ SOCIAL ATTITUDES/ TEACHER ATTITUDES/ VALUES
/ BROWN (BOB B)/ CONCEPTUAL SYSTEMS INVENTORY

THE SUMMER PHASE OF THE WORLDMINDEDNESS INSTITUTE AT THE UNIVERSITY OF DENVER FROM JUNE 23 TO AUGUST 8, 1969 BROUGHT TOGETHER 34 PRINCIPALS, SUPERVISORS, COORDINATORS, AND TEACHERS OF THE ELEMENTARY SCHOOL LEVEL. THE PROGRAM INCLUDED STUDY IN THE SOCIAL SCIENCES AND THE ARTS WITH THE ULTIMATE OBJECTIVE BEING THE INCORPORATION OF WORLDMINDEDNESS CONCEPTS WITHIN THE ELEMENTARY SCHOOL PROGRAM. THIS PAPER REPORTED ON AN OBJECTIVE EVALUATION OF THE EFFECTS OF THE INSTITUTE ON THE VALUES, BELIEFS AND PRACTICES OF THE PARTICIPANTS. PARTICIPANTS WERE PRE- AND POSTTESTED WITH A BATTERY OF INSTRUMENTS TO "MEASURE CHANGE IN VALUES AND ATTITUDES, AS WELL AS CHANGE IN 'BELIEFS-PRACTICES' GAP." A CONTROL GROUP OF GRADUATE STUDENTS WERE SIMILARLY TESTED. O. J. HARVEY'S THIS I BELIEVE TEST MEASURED OPENNESS OR CLOSEDNESS OF BELIEF STRUCTURE AND OPENNESS TO CHANGE. B. B. BROWN'S PHILOSOPHICAL BELIEFS INVENTORY MEASURED ENDORSEMENT OF DEWEY'S BASIC PHILOSOPHY; HIS TEACHER PRACTICES INVENTORY MEASURED ACCORD WITH DEWEY'S RECOMMENDED TEACHING PRACTICES. DIFFERENCES BETWEEN THE RESULTS OF THESE TWO TESTS PROVIDED THE BELIEF-PRACTICES GAP MEASURE. IT WAS FOUND THAT "THE INSTITUTE PROGRAM STIMULATED PARTICIPANTS TO QUESTION AND EVALUATE THEIR BELIEFS AND VALUES, AS WELL AS THEIR EDUCATIONAL PRACTICES." (DJB)

210

ED045000 FL002074
GERMANY AS WE SAW IT.
STANFORD UNIV., CALIF.
RMQ66000
18 AUG 61
173P.; REPORT OF 1961 NDEA INSTITUTE HELD AT BAD BOLL, GERMANY
HC NOT AVAILABLE FROM EDRS.

/ AREA STUDIES/ CHURCHES/ CROSS CULTURAL TRAINING/ CULTURAL BACKGROUND/ CULTURAL CONTEXT/ ELEMENTARY EDUCATION/ EMPLOYMENT/ FAMILY LIFE/ *FOREIGN CULTURE/ *GERMAN/ HOUSING/ INSERVICE TEACHER EDUCATION/ INSTITUTES (TRAINING PROGRAMS)/ INTERNATIONAL EDUCATION/ RELIGION/ SECONDARY EDUCATION/ *SECONDARY SCHOOL TEACHERS/ *SECOND LANGUAGE LEARNING/ STUDY ABROAD/ *SUMMER INSTITUTES

/ *GERMANY/ NDEA LANGUAGE INSTITUTES

CLOSE-UP STUDIES OF GERMAN LIFE IN THE STUTTGART AREA ARE REPORTED BY PARTICIPANTS OF STANFORD UNIVERSITY'S 1961 NATIONAL DEFENSE EDUCATION ACT SECOND-LEVEL INSTITUTE FOR SECONDARY SCHOOL TEACHERS OF GERMAN, HELD AT BAD BOLL, GERMANY. TOPICS COVERED INCLUDE: (1) RELIGIOUS LIFE, (2) POLITICAL LIFE, (3) PROBLEMS OF SETTLEMENT, (4) OCCUPATIONAL PROBLEMS AND THE FAMILY, (5) ASPECTS OF THE GERMAN EDUCATIONAL SYSTEM, AND (6) GENERAL CULTURAL LIFE. FOR RELATED DOCUMENTS SEE ED 027 785 AND ED 027 786. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (WB)

211

EP000569 24
A STUDY OF THE UNIVERSITY TEACHERS OF GREAT BRITAIN.
TROW, MARTIN A.
CALIFORNIA UNIV., BERKELEY. INST. OF INTERNATIONAL STUDIES.
BR-5-0790 26AUG64
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, CHER
CALIFORNIA CONGRESSIONAL DISTRICT NUMBER 7
OEC-5-10-310

/ *ADMINISTRATION/ ETHICAL VALUES/ GRADUATE PROFESSORS/ HISTORY/ MIDDLE CLASS VALUES/ PERSONAL VALUES/ *PROFESSORS/ *RESEARCH/ SURVEYS/ *TEACHING/ *VALUES

/ BERKELEY/ GREAT BRITAIN

START DATE 01 MAY 65;END DATE 30 JAN 67

A DETAILED ANALYSIS OF THE ACADEMIC PROFESSION IN GREAT BRITAIN DURING A TIME OF MAJOR REFORMS OF THE UNIVERSITY SYSTEMS IS THE MAJOR AIM. AGAINST A BACKGROUND OF HISTORICAL INFORMATION, THE STUDY WILL UTILIZE DATA GATHERED FROM BRITISH UNIVERSITY TEACHERS IN A SURVEY CARRIED OUT BETWEEN 1961 AND 1963 FOR THE ROBBINS REPORT. THIS STUDY WILL SUPPLEMENT THIS ORIGINAL DATA WITH NEW INFORMATION DERIVED FROM

INTERVIEWS AND QUESTIONNAIRES ON STRATEGIC CATEGORIES FROM STAFFS AT NEWLY ESTABLISHED UNIVERSITIES AND INSTITUTIONS RECENTLY ADVANCED TO FULL UNIVERSITY STATUS. THE FOLLOWING WILL ALSO BE OBTAINED--(1) ASSESSMENT OF THE RESPONSIVENESS OF PRESENT BRITISH ACADEMICS TO THE CURRENT REFORM AND EXPANSION OF BRITISH HIGHER EDUCATION, (2) STUDIES OF SOCIAL ORIGINS OF UNIVERSITY TEACHERS, (3) ANALYSIS OF ATTITUDES TOWARD TRADITIONAL AND EMERGING UNIVERSITY VALUES, (4) IDENTIFICATION OF ELEMENTS CONTRIBUTING TO DIVERSITY AMONG INSTITUTIONS SUBJECT TO THE PRINCIPAL OF EQUALITY OF GOVERNMENT SUPPORT AND COMMON SALARY SCALE, AND (5) DISTRIBUTION OF TIME AMONG TEACHING, RESEARCH, AND UNIVERSITY ADMINISTRATION AS PRACTICED AND PERCEIVED TO BE IDEAL BY THE ACADEMICIANS INVOLVED. (HB)

OTHER

Surveys

212

ED010590 72
DEVELOPMENT OF DIAGNOSTIC ANALYTICAL AND MECHANICAL ABILITY TESTS THROUGH FACET DESIGN AND ANALYSIS.
GUTTMAN, LOUIS, ; SCHLESINGER, I.M.
ISRAEL INST. OF APPLIED SOCIAL RESEARCH, JERUSALEM.
CRP-OE-4-21-014 ; PL-480-1
66
96P.

/ APTITUDE TESTS/ FACTOR ANALYSIS/ *ITEM ANALYSIS/ *MEASUREMENT INSTRUMENTS/ *PREDICTIVE MEASUREMENT/ *SET THEORY/ *TEST CONSTRUCTION/ VOCATIONAL EDUCATION
/ DIAGNOSTIC TESTS (EDUCATION)/ ISRAEL/ JERUSALEM

METHODOLOGY BASED ON FACET THEORY (MODIFIED SET THEORY) WAS USED IN TEST CONSTRUCTION AND ANALYSIS TO PROVIDE AN EFFICIENT TOOL OF EVALUATION FOR VOCATIONAL GUIDANCE AND VOCATIONAL SCHOOL USE. THE TYPE OF TEST DEVELOPMENT UNDERTAKEN WAS LIMITED TO THE USE OF NONVERBAL PICTORIAL ITEMS. ITEMS FOR TESTING ABILITY TO IDENTIFY ELEMENTS BELONGING TO AN ORDERED SET (ANALOGY TESTING) WERE CONSTRUCTED ON THE BASIS OF FACET DESIGN, AND THE ELEMENTS OF THE SET WERE PRESENTED IN SIMPLE DIAGRAMMATIC DRAWINGS. THE TWO TESTS DEVISED IN THIS PROJECT WERE AN ANALYTICAL ABILITY TEST AND A MECHANICAL COMPREHENSION TEST. THE ATTRIBUTES, FUNCTIONS, AND ARRANGEMENTS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE DESCRIBED. THE ITEMS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE OF THREE CLASSES (1) CLASS A - WHERE FIGURES VARIED IN SIZE, DIRECTION, OR PLACE, (2) CLASS B - WHERE SHAPE WAS AN ATTRIBUTE WHICH VARIED, AND (3) CLASS C - WHERE FUNCTION WAS EXHIBITED BY DIFFERENT ATTRIBUTES OR DIFFERENT SETS OF VALUES OF AN ATTRIBUTE. DESCRIPTIONS WERE INCLUDED OF (1) DISTRACTORS OF THE ANALYTICAL

ABILITY TEST, (2) ANALYTICAL ABILITY TEST BOOKLETS, (3) ITEMS OF THE MECHANICAL COMPREHENSION TEST, (4) MECHANICAL COMPREHENSION TEST BOOKLETS, AND (5) SOME NEW METHODS OF ITEM ANALYSIS. DATA COLLECTION INCLUDED THE ADMINISTRATION OF THE CONSTRUCTED TESTS TO A SAMPLE OF 637 PUPILS IN GRADES 7, 8, AND 9. CONCLUSIONS WERE (1) FACET DESIGN COULD BE EMPLOYED IN ITEM CONSTRUCTION, (2) THE DEGREE OF SUCCESS (TEST DEVELOPMENT) ACHIEVED WAS UNEVEN, DIFFERING WITH THE KIND OF TEST AND THE NATURE OF ANALYSIS CONDUCTED, AND (3) VARIOUS REGIONS OF CLASSES, ARRANGEMENTS, AND FUNCTIONS, AS WELL AS THE SUBTESTS OF THE MECHANICAL TEST SHOULD PROVE IMPORTANT FOR PREDICTIVE MEASUREMENT. (RS)

213

ED013045 08 FL000518
STANDARDIZATION OF A SPANISH LANGUAGE ADULT INTELLIGENCE SCALE. FINAL REPORT.
GREEN, RUSSEL F. ; MARTINEZ, JUAN N.
PUERTO RICO UNIV., RIO PIEDRAS.
BR-5-0081
MAR67
OEC-3-10-128
291P.

/ *ADULT EDUCATION/ *INTELLIGENCE TESTS/ ITEM ANALYSIS/ *LANGUAGE RESEARCH/ PREDICTIVE VALIDITY/ RESEARCH CRITERIA/ *SPANISH/ STATISTICAL DATA/ *TEST CONSTRUCTION/ TESTING PROGRAMS/ TEST RELIABILITY
/ PROJECTO EIWA/ PUERTO RICO/ WAIS PROJECT/ WECHSLER ADULT INTELLIGENCE SCALE

A NEED FOR AN ADEQUATELY DEVELOPED AND STANDARDIZED INTELLIGENCE SCALE IN THE WHOLE OF LATIN AMERICA RESULTED IN THE WAIS PROJECT WHOSE AIM WAS TO TRANSLATE INTO SPANISH, ADAPT TO SPANISH CULTURE, AND STANDARDIZE THE WECHSLER ADULT INTELLIGENCE SCALE IN PUERTO RICO. FOLLOWING A DISCUSSION OF THE FOUR GENERAL GOALS, THE PROJECT REPORT OUTLINES THE NINE PHASES BY WHICH THE GOALS WERE ACCOMPLISHED. IN THE SECTION THAT FOLLOWS, THE RESULTS OF THE STATISTICAL ANALYSES, SUPPORTED BY NUMEROUS TABLES, ARE PRESENTED IN DETAIL. DATA COVER (1) ANALYSES OF THE TOTAL POPULATION REPRESENTED, (2) THE GUATEMALA EXTENSION OF THE PROJECT, (3) THE DEVELOPMENT OF THE NEW MANUAL, (4) THE STANDARDIZATION SAMPLE OF THE TOTAL POPULATION REPRESENTED, (5) THE PROBLEM OF PREDICTING THE RATE OF CHANGE OF IQ AND THE NEED FOR AUTOMATIC ADJUSTMENT OF NORMS OR RESTANDARDIZATION, AND (6) THE PREDICTION OF NORMS FROM A RELATIVELY SMALL SAMPLE. A DISCUSSION OF THE SERIOUS QUESTIONS THAT CAN BE RAISED ABOUT THE QUALITY OF THE TEST PRECEDES A SECTION CONTAINING CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS. EXTENSIVE APPENDIXES INCLUDE A SPANISH TRANSLATION OF THE TEST MANUAL AND A PAPER ON RANDOM SAMPLING FROM TOTAL POPULATIONS. (AB)

214

ED014773 72 CG000976

THE ANALYSIS OF DIAGNOSTIC EFFECTIVENESS OF A FACET DESIGN BATTERY OF ACHIEVEMENT AND ANALYTICAL ABILITY TEST.

GUTTMAN, LOUIS ; SCHLESINGER, I.M.
ISRAEL INST. OF APPLIED SOCIAL RESEARCH, JERUSALEM.
BR-5-1409
67
100P.

/ ACHIEVEMENT TESTS/ APTITUDE TESTS/ DATA ANALYSIS/ *DIAGNOSTIC TESTS/ GRADE 8/ GROUP INTELLIGENCE TESTS/ RESEARCH PROJECTS/ *STRUCTURAL ANALYSIS/ *TEST CONSTRUCTION/ TESTS

/ GUTTMAN LINGOES MULTIDIMENSIONAL SCALOG/ GUTTMAN LINGOES SMALLEST SPACE ANALYSIS

THE INTERNAL STRUCTURE OF A BATTERY OF ACHIEVEMENT AND INTELLIGENCE TESTS WAS ANALYZED TO ENHANCE THE DIAGNOSTIC VALUE OF THE BATTERY. CONSTRUCTION OF THE ACHIEVEMENT AND INTELLIGENCE TESTS WAS GUIDED BY A FACET DESIGN. THE RESEARCH HYPOTHESES WERE THAT--(1) STAGES OF DEVELOPMENT AND ACHIEVEMENT IN THE VARIOUS AREAS TESTED IN THE BATTERY EXIST, AND (2) CERTAIN KINDS OF SYSTEMATIC DIFFICULTIES CAN BE DIAGNOSED BY FACET DESIGN AND BY ANALYSIS OF TEST DISTRACTORS. DATA ANALYSIS WAS DONE USING THE GUTTMAN-LINGOES SCALOGRAM ANALYSIS I (MSA-I) AND THE GUTTMAN-LINGOES SMALLEST SPACE ANALYSIS I AND II (SSA-I AND SSA-II). THE STRUCTURE OF THE INTERRELATIONSHIPS HOLDING BETWEEN A BATTERY OF TESTS AND BETWEEN ITEMS OF A SUBTEST WERE INVESTIGATED USING SSA-I. RESULTS WERE CONSISTENT WITH EARLIER FINDINGS ON THE RELATIONSHIPS BETWEEN DIFFERENT SUBTESTS OF ANALYTICAL ABILITY AND APTITUDE ACHIEVEMENT. THE MSA-I ANALYSIS OF SUBTESTS AND OF INDIVIDUAL ITEMS REVEALED THE EXISTENCE OF STAGES OF ACHIEVEMENT FOR THE ARITHMETIC TEST. A SSA-II ANALYSIS OF THE ARITHMETIC TEST SHOWED THAT SUBJECTS TENDED TO MAKE SIMILAR TYPES OF ERRORS ON DIFFERENT ITEMS. (PS)

215

EP011160 24

DEVELOPING AND TESTING RESEARCH INSTRUMENTS FOR ROLE ANALYSIS OF EDUCATIONAL ADMINISTRATORS EMPHASING DEVICES TO STUDY RELATIONSHIPS BETWEEN VARIABLE DEFINITIONS OF EDUCATIONAL ADMINISTRATIVE ACTIVITIES, STYLE, AND NORMS, AND ROLE CONFLICT AND AMBIGUITY.

ECKEL, HOWARD
NEBRASKA UNIV., LINCOLN.
BR-8-F-024 APR68
REGIONAL RESEARCH PROGRAM, OAC
NEBRASKA CONGRESSIONAL DISTRICT NUMBER 1
OEG-6-8-008024-0011

/ ADMINISTRATION/ ADMINISTRATOR ROLE/ BEHAVIOR/ COMPARATIVE ANALYSIS / CULTURAL FACTORS/ *EDUCATIONAL ADMINISTRATION/ *INSTRUMENTATION/ *INTERACTION PROCESS ANALYSIS/ INTERVIEWS/ MODELS/ PILOT PROJECTS/ QUESTIONNAIRES/ *RESEARCH METHODOLOGY/ ROLE CONFLICT/ *ROLE THEORY

/ ENGLAND/ LINCOLN/ NEBRASKA

START DATE 01 JUL 68;END DATE 31 DEC 69

WITHIN A LONG RANGE PLAN TO CONDUCT INTERCULTURAL STUDIES OF RELATIONSHIPS AMONG ADMINISTRATIVE ACTIVITIES, STYLES, NORMS, ROLE CONFLICT, AND AMBIGUITY--THIS STUDY WILL SEEK TO (1) MODIFY AND APPLY ROLE THEROY AS A MODEL FOR ANALYZING THE EDUCATION ADMINISTRATION PROCESS, (2) DEVELOP INSTRUMENTS FOR MEASURING RELEVANT VARIABLES INHERENT IN THE RESEARCH FOCUS, AND (3) TEST THE INSTRUMENTS ON A SAMPLE POPULATION. THE STUDY IS TO BE COORDINATED WITH A PANEL OF SPECIALISTS IN ROLE THEORY AND INSTRUMENTATION WITH TEST RUNS OF A UNIVERSAL QUESTIONNAIRE AND A ROLE SET INTERVIEW STUDY. THE UNIVERSAL QUESTIONNAIRE WILL BE ADMINISTERED TO AT LEAST 50 SUBJECTS ALONG WITH AT LEAST FOUR ROLE-SET INTENSIVE STUDIES. TEST RUNS WILL BE CONDUCTED IN LINCOLN, NEBRASKA, AND IN ENGLAND TO ESTABLISH THE INSTRUMENTS AS EFFECTIVE CROSS CULTURAL RESEARCH DEVICES. (WN)

Psychological and Sociological Studies

216

ED003316 24

EDUCATION, SOCIAL CLASS, AND INTERGROUP ATTITUDES IN ENGLAND, FRANCE, AND GERMANY.

TUMIN, MELVIN

PRINCETON UNIV., N.J.

CRP-1928

64

173P.

/ ATTITUDES/ CHANGING ATTITUDES/ *COMPARATIVE EDUCATION/ *EDUCATIONAL ATTITUDES/ *ENGLISH/ *FRENCH/ *GERMAN/ INTERVIEWS/ *SOCIAL ATTITUDES

/ ENGLAND/ FRANCE/ GERMANY/ NEW JERSEY/ PRINCETON

THE CENTRAL FOCUS OF THIS REPORT IS ON THE INTERRELATIONSHIPS AMONG SOCIAL CLASS, EDUCATION, AND INTERGROUP ATTITUDES. A SECOND MAJOR FOCUS OF THIS RESEARCH CONCERNS THE FACTORS THAT SHAPE ENGLISH, FRENCH, AND GERMAN ATTITUDES TOWARD "OUTSIDERS." SPECIFICALLY, THE STUDY INVESTIGATED (1) THE EXTENT AND TYPE OF IMPACT THAT THE EDUCATIONAL SYSTEMS OF THESE COUNTRIES HAVE HAD UPON THE BELIEFS AND ATTITUDES OF THEIR PEOPLE, (2) THE DIFFERENCE IN THESE AREAS BETWEEN YOUTH AND ADULTS, AND (3) THE WAYS IN WHICH THE BELIEFS AND ATTITUDES OF YOUTH RESEMBLE THOSE OF ADULTS. THESE RELATIONSHIPS ARE EXPLORED BY THE ANALYSIS OF DATA SECURED FROM INTERVIEWS CONDUCTED WITH NATIONAL SAMPLES OF THE POPULATIONS OF ENGLAND, FRANCE, AND GERMANY IN LATE 1960 AND EARLY 1961. THIS REPORT REPRESENTS AN INTERIM STAGE IN A LARGER PROJECT. (LP)

217

ED010425
AN INVENTORY OF RESEARCH AND THEORY REGARDING THE RELATIONSHIP BETWEEN EDUCATION AND CITIZENSHIP.
TUMIN, MELVIN M.
PRINCETON UNIV., N.J.
BR-5-8422; CRP-475
66
25P.

/ *CITIZEN PARTICIPATION/ CITIZEN ROLE/ *CITIZENSHIP/ CULTURAL DIFFERENCES/ *EDUCATIONAL BACKGROUND/ *EDUCATIONAL OBJECTIVES/ MODELS/ *SOCIAL ATTITUDES/ SOCIAL INFLUENCES
/ NEW JERSEY/ PRINCETON
VARIABLES THAT MEDIATE THE INFLUENCES OF EDUCATION UPON A RANGE OF SOCIAL BEHAVIOR OF CITIZENS WERE IDENTIFIED. ORIENTATIONS TOWARD TIME, SELF, AND SOCIETY PROVIDED INITIAL FOCAL POINTS FOR THE DEVELOPMENT OF A MODEL FOR THE ANALYSIS OF THE RELATIONSHIP BETWEEN CITIZENSHIP AND EDUCATION. FOUR MAJOR CONSIDERATIONS REGARDING THE MODEL WERE FORMULATED--(1) "DIVERSITY OF GOALS," (2) "IDEAL VERSUS ACTUAL GOALS," (3) "PROBLEMS OF CROSS-CULTURAL COMPARABILITY," AND (4) "VARIATIONS IN GOAL CHOICE AMONG NATIONS." (GD)

218

ED015434 24 AL000601
A FIELD MANUAL FOR CROSS-CULTURAL STUDY OF THE ACQUISITION OF COMMUNICATIVE COMPETENCE. SECOND DRAFT--JULY 1967.
SLOBIN, DAN I. ; AND OTHERS
CALIFORNIA UNIV., BERKELEY.
BR-6-8757
JUL67
OEC-4-7-008757-2015
255P.

/ APPLIED LINGUISTICS/ BIBLIOGRAPHIES/ *CHILD DEVELOPMENT/ CHILD LANGUAGE/ CULTURAL FACTORS/ FIELD INTERVIEWS/ *FIELD STUDIES/ GUIDES/ LANGUAGE ABILITY/ *LANGUAGE DEVELOPMENT/ *LANGUAGE RESEARCH/ MANUALS/ PSYCHOLINGUISTICS/ PSYCHOLOGICAL STUDIES/ RESEARCH CRITERIA/ RESEARCH DESIGN/ RESEARCHERS/ *RESEARCH METHODOLOGY/ RESEARCH SKILLS/ SOCIAL CHARACTERISTICS/ SOCIOLINGUISTICS/ STRUCTURAL ANALYSIS/ TAPE RECORDINGS/ VERBAL COMMUNICATION
/ CROSS CULTURAL RESEARCH
THIS FIELD MANUAL WAS DEVELOPED AS PART OF A PROGRAM TO TRAIN INVESTIGATORS IN THE COLLECTION OF COMPARABLE CROSS-LINGUISTIC AND CROSS-CULTURAL DATA ON CHILDREN'S ACQUISITION OF LINGUISTIC CODES AND SOCIAL RULES FOR THE USE OF SUCH CODES. ALTHOUGH COMPARATIVE RESEARCH REQUIRES PROCEDURAL STANDARDIZATION, THE PHYSICAL AND SOCIAL CONDITIONS IN THE VARIOUS FIELD SETTINGS INTERFERE WITH STANDARDS SET

PRIOR TO ARRIVAL IN THE FIELD. THIS MANUAL CONSTITUTES A COMMON FRAME OF REFERENCE FOR INVESTIGATORS COLLECTING DATA THAT IS TO BE USED IN COMPARATIVE REPORTS. PART I OF THIS MANUAL DEFINES THE MAJOR TOPICS TO BE INVESTIGATED AND SETS UP A RESEARCH SCHEDULE. PART II DISCUSSES SUCH METHODOLOGICAL FACTORS AS CONTRASTIVE ANALYSIS OF LANGUAGES AND CULTURES, RECORDING APPARATUS AND TECHNIQUES, AND NATIVE INFORMANTS, ASSISTANTS AND INTERPRETERS. THE THEORETICAL CONSIDERATIONS INCLUDED IN PART III ARE PHONOLOGY, GRAMMAR, SEMANTICS, THE SOCIAL SETTING OF LINGUISTIC BEHAVIOR, AND LANGUAGE USAGES AND STYLES. APPENDED ARE EXTENSIVE REFERENCES AND ADDITIONAL SUGGESTED FIELD TECHNIQUES. THE READER OF THE MANUAL SHOULD HAVE SOME KNOWLEDGE OF LINGUISTICS BUT NEED NOT HAVE CONDUCTED PREVIOUS FIELD WORK. REQUESTS FOR COPIES OF THE MANUAL AND FOR TAPES TO BE USED IN PHONOLOGICAL IMITATION PROCEDURES, AND INFORMATION ABOUT RELEATED STUDIES SHOULD BE ADDRESSED TO DR. DAN I. SLOBIN, DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIFORNIA 94720. (JD)

219

ED028563 24 EC003681

ATTITUDES TOWARD EDUCATION AND PHYSICALLY DISABLED PERSONS IN ELEVEN NATIONS.

JORDAN, JOHN E.

MICHIGAN STATE UNIV., EAST LANSING. LATIN AMERICAN STUDIES CENTER.

BB800502

CRP-5-8348-2-12-1; RR-1

BR-5-8348-1

68

OEC-6-10-139

332P.

LATIN AMERICAN STUDIES CENTER, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN 48823 (HC $10.00).

HC NOT AVAILABLE FROM EDRS.

/ ADMINISTRATOR ATTITUDES/ *ATTITUDES/ CULTURAL FACTORS/ *EDUCATION/ EDUCATIONAL ATTITUDES/ *EXCEPTIONAL CHILD RESEARCH/ *FOREIGN COUNTRIES / GROUP MEMBERSHIP/ LABORERS/ MANAGERIAL OCCUPATIONS/ *PHYSICALLY HANDICAPPED/ PROFESSIONAL PERSONNEL/ RATING SCALES/ RELIGIOUS FACTORS/ SEX DIFFERENCES/ SOCIOECONOMIC INFLUENCES/ SPECIAL EDUCATION TEACHERS/ TEACHER ATTITUDES/ VALUES

THE ATTITUDES TOWARD DISABLED PERSONS SCALE WAS USED TO MEASURE THE ATTITUDES OF SPECIAL EDUCATION AND REHABILITATION WORKERS, ELEMENTARY AND SECONDARY TEACHERS, MANAGERS AND EXECUTIVES, AND LABORERS FROM 11 NATIONS TOWARD THE PHYSICALLY DISABLED OR HANDICAPPED AND TOWARD EDUCATION. HYPOTHESES BASED ON KERLINGER'S THEORETICAL MODEL WERE INVESTIGATED: TRADITIONALISM, OR A CONSERVATIVE-TRADITIONAL APPROACH TO EDUCATIONAL ISSUES EMPHASIZING SUBJECT MATTER FOR ITS OWN SAKE, EXTERNAL DISCIPLINE, AND MAINTENANCE OF THE STATUS QUO; AND PROGRESSIVISM, EMPHASIZING THE PROBLEM SOLVING APPROACH, INTERNAL DISCIPLINE, LIBERAL SOCIAL BELIEFS, AND EDUCATION AS AN INSTRUMENT FOR CHANGE. ATTITUDES WERE RELATED TO VALUES, SEX, CONTACT WITH DISABLED PERSONS, ENJOYMENT OF CONTACT, CHANGE ORIENTATION, INSTITUTIONAL

SATISFACTION, RELIGIOSITY, GROUP MEMBERSHIP, MODERNIZATION, AND MULTIDIMENSIONALITY. RESULTS ARE SUMMARIZED; 69 TABLES PRESENT DATA. (RP)

220

ED029902 24 TE499943
ART PREFERENCES IN CULTURALLY VARYING GROUPS. FINAL REPORT.
CHILD, IRVIN L.; AND OTHERS
RMQ66004
BR-8-A-002
AUG 68
OEG-0-8-080002-0198-010
35P.

/ AMERICAN CULTURE/ *ART/ *ART APPRECIATION/ ART EDUCATION/ CULTURAL AWARENESS/ CULTURAL BACKGROUND/ *CULTURAL DIFFERENCES/ CULTURAL DISADVANTAGEMENT/ CULTURAL ENRICHMENT/ CULTURE/ *CULTURE FREE TESTS/ JAPANESE AMERICAN CULTURE/ LATIN AMERICAN CULTURE/ PUERTO RICAN CULTURE/ *VISUAL ARTS

THIS STUDY UNDERTAKEN BY RESEARCHERS AT YALE UNIVERSITY EXAMINED THE SIMILARITIES AND DIFFERENCES AMONG GROUPS OF PEOPLE IN THEIR RESPONSES TO WORKS OF ART. SUBJECTS WERE CHOSEN FROM THE UNITED STATES, JAPAN, PUERTO RICO, ECUADOR, AND PERU, AND WERE GROUPED BY AGE, ART INVOLVEMENT, SEX, AND EDUCATION. THEY WERE SHOWN PAIRS OF SLIDES OR PRINTS OF VISUAL ART, AND WERE ASKED TO INDICATE EITHER WHICH OF THE PAIR THEY PREFERRED OR WHICH THEY CONSIDERED THE BETTER WORK OF ART. RESPONSES, COMPARED WITH THE AESTHETIC JUDGMENTS OF UNITED STATES ART EXPERTS, SHOWED A HIGHER AGREEMENT WITH THE EXPERTS AMONG ART-INVOLVED AND BETTER-EDUCATED GROUPS. RESEMBLANCE OF RESPONSES WAS GREATER AMONG GROUPS WITHIN A CULTURAL REGION THAN AMONG GROUPS OF DIFFERING CULTURAL REGIONS. IN ADDITION, DATA WAS INCLUDED AND ANALYZED TO DETERMINE THE STIMULUS CORRELATES OF CHOICE IN JAPANESE AND AMERICAN GROUPS. THE RESULTS SUPPORTED THE VIEW THAT A TRANSCULTURAL CONSTANCY IN AESTHETIC ORIENTATION UNDERLIES THE GREAT DIVERSITY IN ART PREFERENCES. (JM)

221

ED032810 24 FL001466
ATTITUDE CHANGE OF AMERICAN TOURISTS IN THE SOVIET UNION.
GROTHE, PETER
GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
RMQ66004
BR-8-C-049
69
OEC-3-8-080049-0071
176P.

/ ATTITUDES/ BELIEFS/ *CHANGING ATTITUDES/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ CULTURAL EXCHANGE/ CULTURAL IMAGES/ CULTURE/

CULTURE CONTACT/ DATA/ *FOREIGN COUNTRIES/ MAJORITY ATTITUDES/ NEGATIVE ATTITUDES/ POLITICAL ATTITUDES/ *RESEARCH/ SAMPLING/ SOCIAL ATTITUDES/ SOCIOLOGY/ *TRAVEL
/ SOVIET UNION
PRE- AND POST-TRAVEL QUESTIONNAIRES MAILED TO AMERICAN TOURISTS VISITING THE SOVIET UNION RECORD ATTITUDE CHANGE AND SERVE AS THE BASIS FOR THIS EIGHT-CHAPTER RESEARCH PROJECT REPORT. MOST OF THE REPORT CONSIDERS THE RELATION OF VARIOUS FACTORS TO ATTITUDE CHANGE, INCLUDING EDUCATION, LEVEL OF INFORMATION, LANGUAGE ABILITY, SEX, AGE, OCCUPATION, AND INCOME. SEVERAL CHAPTERS ARE DEVOTED TO AMERICANS' PERCEPTIONS OF THE SOVIET PEOPLE, GOVERNMENT, DISCUSSIONS OF RESEARCH METHODOLOGY, RESEARCH SAMPLE, AND SAMPLE CHANGES IN ATTITUDE TOWARD U.S. FOREIGN RELATIONS. AN OVERVIEW ON TOURISM IN THE SOVIET UNION IS INCLUDED IN THE INTRODUCTION. FREQUENT USE OF GRAPHS AND TABLES ILLUSTRATES THE RESULTS OF THE QUESTIONNAIRES IN A STATISTICAL BREAKDOWN OF THE PERTINENT MATERIAL. QUOTATIONS ON TRAVEL SELECTED FROM LITERATURE AND FOLK LITERATURE ARE CITED AT THE BEGINNING OF EACH CHAPTER. (AF)

222

ED036812 72 CG004947 .68.
THE IMPACT OF EDUCATION ON CAREER EXPECTATIONS AND MOBILITY. FINAL REPORT.
BEN-DAVID, JOSEPH; ADLER, HAIM
HEBREW UNIV., JERUSALEM (ISRAEL).
BBB03216
OEC-5-21-005
116P.

/ ALUMNI/ *COMPARATIVE ANALYSIS/ EDUCATIONAL ENVIRONMENT/ *EDUCATIONAL RESEARCH/ GRADUATE SURVEYS/ *OCCUPATIONAL ASPIRATION/ *RESEARCH PROJECTS/ *SECONDARY SCHOOL STUDENTS/ TEACHER INFLUENCE
THIS STUDY INVESTIGATED THE EFFECT OF DIFFERENT SCHOOL ATMOSPHERES ON THE CAREER ASPIRATIONS AND THE ACTUAL CAREERS OF STUDENTS. THE SAMPLE INCLUDED 60 11TH GRADE STUDENTS FROM ONE HIGH PRESTIGE, ONE LESS PRESTIGEOUS GENERAL HIGH SCHOOL AND FROM ONE TECHNICAL HIGH SCHOOL IN THREE CITIES IN ISRAEL AND A SIMILAR SAMPLE OF YOUNG MEN WHO GRADUATED FROM THE SAME SCHOOLS TEN YEARS EARLIER. THE STUDENTS WERE INVESTIGATED THROUGH A QUESTIONNAIRE. THE GRADUATES WERE INTERVIEWED PERSONALLY OR, IF ABROAD, WERE SENT MAIL QUESTIONNAIRES. OCCUPATIONAL ASPIRATIONS OF THE STUDENTS ARE DISCUSSED. AN ABSENCE OF DIFFERENTIATION IN CAREER PLANS BETWEEN THE SCHOOLS WAS FOUND ALTHOUGH DIFFERENCES BETWEEN THE SCHOOLS WITH REGARDS TO EDUCATIONAL ASPIRATION EXISTED. THE STUDENTS WHO GRADUATED TEN YEARS EARLIER ARE DISCUSSED IN TERMS OF THE RELATIONSHIP BETWEEN ASPIRATIONS OF THE PRESENT DAY STUDENTS AND THE PAST ASPIRATIONS AND, THE ACTUAL CAREERS OF THE GRADUATES. AN IMPORTANT CONCLUSION WAS THAT THERE HAS BEEN GREAT STABILITY THROUGH TIME IN THE POPULATION, ATTITUDES AND OCCUPATIONAL BEHAVIOR OF THE STUDENTS OF THESE SCHOOLS. THE QUESTIONNAIRE, APPENDIX AND TABLES ARE INCLUDED. (AUTHOR/EW)

223

ED038727 24 CG005410
ETHNOCENTRISM AND INTERGROUP RELATIONS.
LEVINE, ROBERT A.; CAMPBELL, DONALD T.
CENTER FOR ADVANCED STUDY IN BEHAVIORAL SCIENCE, STANFORD, CALIF.; CHICAGO UNIV., ILL. CHICAGO EARLY EDUCATION RESEARCH CENTER.; NORTHWESTERN UNIV., EVANSTON, ILL.
QPX12280; RMQ66004
BR-7-0706
70
OEC-3-7-070706-3118
39P.

/ ANTHROPOLOGY/ *ATTITUDES/ CROSS CULTURAL STUDIES/ *ETHNOLOGY/ *GROUP MEMBERSHIP/ *INTERGROUP RELATIONS/ MODELS/ *STATISTICAL ANALYSIS/ STEREOTYPES

PROPOSED AS A CHAPTER FOR A BOOK, THIS DOCUMENT HAS ATTEMPTED TO SURVEY THE VARIOUS POINTS AT WHICH COGNITIVE CONGRUITY THEORIES IMPINGE UPON PROBLEMS OF ETHNOCENTRISM AND INTERGROUP RELATIONS. SOME DOZEN SUCH PREDICTIONS HAVE BEEN PRESENTED, AND HAVE BEEN ITALICIZED FOR SCANNING IN THE TEXT. ONE HYPOTHESIS, THAT THE MORE SIMILAR THE OUTGROUP THE MORE IT IS LIKED, HAS BEEN GIVEN EXTENSIVE REVIEW INCLUDING NEW, ALBEIT SECONDARY, DATA ANALYSIS. OTHER HYPOTHESES RECEIVING MORE THAN BRIEF MENTION DEAL WITH THE BALANCE AMONG REGIONAL SETS OF INTERGROUP VALENCES, THE EFFECTS OF FORCED COMPLIANCE IN THE COLONIAL AND POST COLONIAL ORGANIZATION OF TERRITORIES UPON GROUP IDENTIFICATION, AND THE RESOLUTION OF INCONGRUITIES IN GROUP ESTEEM PRODUCED BY CONTACT WITH MODERN ECONOMIC SYSTEMS. (AUTHOR)

224

ED039623 64 CG005646
EMIGRATION, EDUCATION, AND SOCIAL CHANGE AMONG EASTERN AND SOUTHERN EUROPEANS IN THEIR HOMELANDS AND IN THE UNITED STATES, 1890 - 1940. FINAL REPORT.
SMITH, TIMOTHY L.
RMQ66004
BR 6-1371
MAY 70
OEC-3-7-061371-0423
8P.

/ AMERICAN HISTORY/ *EDUCATION/ EUROPEAN HISTORY/ *FOREIGN COUNTRIES / RESEARCH/ *RESEARCH PROJECTS/ *SOCIAL CHANGE

THIS REPORT IS A SUMMARY OF RESEARCH ALREADY COMPLETED WHICH CONCERNS EMIGRATION, EDUCATION, AND SOCIAL CHANGE AMONG EASTERN AND SOUTHERN EUROPEANS IN THEIR HOMELANDS AND IN THE UNITED STATES FROM 1890 TO 1940. (AUTHOR/EK)

225

ED041520 24 FL001877
RADICAL ACCULTURATION PATTERNS IN A TRADITIONAL IMMIGRANT GROUP. FINAL REPORT.
CLYMER, MARTHA BAHNIUK
TEMPLE UNIV., PHILADELPHIA, PA.
RMQ66004
BR-8-8-123
JAN 70
OEG-2-9-480123-1011(010)
76P.

/ *ACCULTURATION/ CROSS CULTURAL STUDIES/ CULTURAL ENVIRONMENT/ CULTURAL EXCHANGE/ CULTURAL ISOLATION/ CULTURE/ CULTURE CONFLICT/ ECONOMICALLY DISADVANTAGED/ ECONOMIC STATUS/ EDUCATIONAL BACKGROUND/ EDUCATIONAL ENVIRONMENT/ ETHNIC GROUPS/ FAMILY (SOCIOLOGICAL UNIT)/ *IMMIGRANTS/ *RELIGIOUS CULTURAL GROUPS/ *RUSSIAN/ SOCIAL CLASS/ *SOCIOCULTURAL PATTERNS/ SOCIOECONOMIC STATUS

THE OBJECT OF THE STUDY IS TO OBSERVE AND DESCRIBE THE ACCULTURATION PATTERNS OF SOME 250 IMMIGRANTS TO THE UNITED STATES FROM TURKEY, RUSSIAN OLD BELIEVERS, IN THEIR ATTEMPT TO MAKE A RAPID TRANSITION FROM A SOCIETY ROOTED IN SEVENTEENTH CENTURY TRADITIONS TO THE INDUSTRIALIZED SOCIETY OF THE MODERN WORLD WITH SPECIAL REFERENCE TO FAMILY ORGANIZATION AND EDUCATION. THE RESEARCH DESIGN FOLLOWS THE HOLISTIC APPROACH USED IN CULTURAL ANTHROPOLOGY AND FOCUSES ON THE RELATION OF ACCULTURATION TO EDUCATION AS A RESULT OF THE ACCEPTANCE OF NEW VALUES WHICH ARE AT VARIANCE WITH PREEXISTING CULTURAL ORIENTATIONS. MAJOR SECTIONS TREAT SOCIAL PATTERNS, HISTORY AND CULTURAL ORIGINS OF THE OLD BELIEVERS, RELIGION AND RELIGIOUS ORGANIZATION, ECONOMIC PATTERNS, AND AREAS OF CULTURE CONTACT AND CHANGE. A LIST OF REFERENCES IS INCLUDED. (AUTHOR/RL)

226

ED046310 FL002103
CULTURAL CONCEPTS FOR SPANISH CLASSES.
LERTORA, LUIS H.
MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE.
RMQ66000
JUL 70
OEG-9-300108-068
49P.

/ CULTURAL BACKGROUND/ *CULTURAL CONTEXT/ CULTURAL FACTORS/ CULTURAL INTERRELATIONSHIPS/ *CULTURE/ EDUCATIONAL SOCIOLOGY/ FOREIGN CULTURE/ INSTRUCTIONAL PROGRAM DIVISIONS/ *LANGUAGE INSTRUCTION/ LANGUAGE PROGRAMS/ LATIN AMERICAN CULTURE/ *MODERN LANGUAGES/ SECOND LANGUAGE LEARNING/ SOCIAL CHARACTERISTICS/ SOCIOCULTURAL PATTERNS/ SOCIOECONOMIC BACKGROUND/ *SPANISH/ STUDENT EVALUATION/ TEACHING

METHODS

THIS REPORT INTEGRATES INSTRUCTIONAL MATERIALS AND CONCEPTS ON THE TEACHING OF CULTURE IN FOREIGN LANGUAGE CLASSES IN THREE MAJOR AREAS. PART 1 DEALS WITH THE DESCRIPTION OF SOCIOCULTURAL CONCEPTS OF SPANISH PEOPLES WITH EMPHASIS ON THE BASIC FEATURES OF LATIN AMERICAN CULTURE INCLUDING: (1) THE FAMILY, (2) FAMILY EVENTS, (3) SOCIAL PECULIARITIES, (4) EDUCATION, (5) SOCIAL EVENTS, (6) SOCIAL TRAITS, (7) SOCIOECONOMIC FEATURES, AND (8) CULTURAL CHARACTERISTICS. PART 2 IS CONCERNED WITH TEACHING TECHNIQUES AND CONTAINS A NUMBER OF GENERAL PRINCIPLES, SUGGESTIONS, AND IDEAS FOR ACTIVITIES WHICH ARE DESIGNED TO HELP THE TEACHER TO DEVELOP AND TEACH THE CULTURAL PROGRAM. THE LAST SECTION PROPOSES IDEAS FOR EVALUATING THE STUDENT'S APPRECIATION AND UNDERSTANDING OF THE FOREIGN CULTURE. A BIBLIOGRAPHY IS INCLUDED. (RL)

227

ED049463 48 AL002790 31 JAN 71

SPECIFICATIONS FOR THE DESIGN OF A TEST OF KNOWLEDGE OF FOREIGN CULTURAL PATTERNS. FINAL REPORT.

KOEN, FRANK

MICHIGAN UNIV., ANN ARBOR. CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR.

BBB02054
BR-9-7740
OEC-0-9-097740-3743(010)
15P.

/ BEHAVIOR PATTERNS/ *CROSS CULTURAL TRAINING/ *FOREIGN CULTURE/ *SECOND LANGUAGE LEARNING/ *TEST CONSTRUCTION
/ WORLD VIEW

THE POINT IS MADE THAT, THOUGH FOREIGN LANGUAGE TEACHERS OFTEN HAVE AMONG THEIR GOALS THE KNOWLEDGE BY STUDENTS OF THE UNIQUE PATTERNS OF THOUGHT, BEHAVIOR AND ATTITUDES THAT CHARACTERIZE MEMBERS OF A TARGET CULTURE, THERE HAVE BEEN FEW SYSTEMATIC ATTEMPTS TO EVALUATE THESE OUTCOMES. A GENERAL DESIGN FOR SUCH A TEST IS SUGGESTED, INCLUDING THREE CLASSES OF ITEMS. CLASS A ITEMS ARE DESIGNED TO MEASURE THE STUDENT'S KNOWLEDGE OF HOW TO CONDUCT ONESELF IN A VARIETY OF EVERYDAY SITUATIONS COMMON TO THE TARGET CULTURE; CLASS B ITEMS PROBE THE STUDENT'S UNDERSTANDING OF GENERAL PATTERNS OF SOCIAL INTERACTION THAT ARE COMMON TO MANY SPECIFIC SITUATIONS; AND CLASS C ITEMS TEST HOW SUCCESSFULLY THE STUDENT CAN ADOPT TEMPORARILY THE WORLD-VIEW OF THE TARGET CULTURE. IN GENERAL, THE STUDENT MUST FIRST IDENTIFY THE WAYS IN WHICH TARGET-CULTURE NORMS ARE BEING VIOLATED IN A RECORDED EPISODE, THEN DESCRIBE ALTERNATE MOVES WHICH WOULD CORRECT THESE VIOLATIONS. (AUTHOR/AMM)

228

EP000027 24
AUTHORITY, RULES AND AGGRESSION, A CROSS-NATIONAL STUDY OF SOCIALIZATION INTO COMPLIANCE SYSTEMS.
HESS, ROBERT D.
CHICAGO UNIV., ILL. GRADUATE SCHOOL OF EDUCATION.
BR-5-0315 15 JAN 65
BASIC STUDIES BRANCH, DESR
ILLINCIS CONGRESSIONAL DISTRICT NUMBER 2
OEC-5-10-219

/ *BEHAVIOR PATTERNS/ GRADE 4/ GRADE 6/ GRADE 8/ *PSYCHOLOGICAL PATTERNS/ *SOCIAL ATTITUDES/ *SOCIALIZATION
/ DENMARK/ GREECE/ INDIA/ ITALY/ JAPAN/ UNITED STATES
START DATE 1 MAR 65;END DATE 31 MAR 69
THE SOCIALIZATION OF BEHAVIOR INVOLVED IN THE CONTROL-AGRESSION-COMPLIANCE RELATIONSHIP BETWEEN CHILDREN AND AUTHORITY FIGURES WILL BE STUDIED. THE PROJECT WILL INCLUDE ELEMENTARY AGE SCHOOL CHILDREN OF GRADES FOUR, SIX, AND EIGHT FROM CITIES IN THE UNITED STATES, ITALY, GREECE, DENMARK, INDIA, AND JAPAN. IN EACH COUNTRY A RESEARCH GROUP WILL BE DRAWN FROM BOTH MIDDLE AND WORKING CLASS SOCIO-ECONOMIC LEVELS. DATA FOR THE STUDY WILL BE GATHERED BY QUESTIONNAIRES, SEMI-STRUCTURED PROJECTIVE TECHNIQUES, INTERVIEWS, SOCIOMETRIC PEER NOMINATION TECHNIQUES, AND TEACHERS' RATINGS. THE PROJECT WILL EXAMINE RELATIONSHIPS BETWEEN AGGRESSION TOWARD PEERS AND AGGRESSION TOWARD ADULT AUTHORITY IN TERMS OF SOCIAL, CULTURAL, AND PSYCHOLOGICAL VARIABLES. THE DATA WILL BE ANALYZED TO DETERMINE THE RELATIONSHIP AMONG THESE VARIABLES AND THE EXTENT TO WHICH AGGRESSIVE BEHAVIOR AND COMPLIANCE TOWARD PEERS AND ADULT AUTHORITY IS DETERMINABLE AND PREDICTABLE FROM VARIABLES BUILT INTO THE DESIGN OF THE STUDY. (TC)

229

EP010116 08
A CROSS-CULTURAL STUDY OF ADOLESCENT SUBCULTURE IN VOCATIONAL EDUCATION PROGRAMS.
LESSER, GERALD S.
HARVARD UNIV., CAMBRIDGE, MASS. LAB. OF HUMAN DEVELOPMENT.
BR-5-0128 07JAN65
BASIC STUDIES BRANCH, DCVR
MASSACHUSETTS CONGRESSIONAL DISTRICT NUMBER 8
OEC-5-85-017

/ *ADOLESCENTS/ *CULTURAL DIFFERENCES/ FAMILY RELATIONSHIP/ GROUP BEHAVIOR/ GROUP STRUCTURE/ INTERCULTURAL PROGRAMS/ *PEER GROUPS/

SECONDARY EDUCATION/ *SOCIAL INFLUENCES/ SOCIAL RELATIONS/ *VOCATIONAL EDUCATION
/ AMERICAN STUDENTS/ CAMBRIDGE/ DANISH STUDENTS
START DATE 1 FEB 65;END DATE 31 AUG 68

CURRENT ANALYTICAL STUDIES CONCERNING ADOLESCENT SOCIAL SYSTEMS IN THE UNITED STATES AND DENMARK WILL BE EXTENDED DURING A 28-MONTH PROGRAM TO STUDENTS IN BOTH COUNTRIES WHO ARE ENROLLED IN VOCATIONAL AND TECHNICAL PROGRAMS OF SECONDARY EDUCATION. THE GOAL OF THE PROPOSED RESEARCH IS TO COMPARE THE BASES FOR FORMATION AND MAINTENANCE OF ADOLESCENT SOCIETIES OF ACADEMICALLY AND VOCATIONALLY ORIENTED STUDENTS UNDER DIFFERING CULTURAL CONDITIONS AND THE INFLUENCE OF THESE ADOLESCENT GROUPINGS RELATIVE TO SUCH SOCIAL GROUPS AS THE FAMILY. THE STUDY WILL DESCRIBE IN DETAIL THE ADOLESCENT SUBCULTURES AND FAMILY RELATIONS OF DANISH AND AMERICAN ACADEMIC AND VOCATIONAL STUDENTS, COMPARE THESE ADOLESCENT SOCIETIES, AND DISCUSS THE IMPLICATIONS OF THESE COMPARISONS FOR SECONDARY EDUCATION IN BOTH COUNTRIES. (JH)

230

EP010962 24
A STUDY OF ATTITUDE TOWARD MENTAL RETARDATION BY UNITED STATES AND ISRAEL EDUCATORS, LABORERS, SEMI-SKILLED WORKERS, MANAGERS, AND EXECUTIVES.
JORDAN, JOHN E.
MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION.
BR-7-E-126 27 FEB 67
REGIONAL RESEARCH PROGRAM, OAC
MICHIGAN CONGRESSIONAL DISTRICT NUMBER 6
OEG-0-8-000126-0197

/ *ATTITUDES/ *ATTITUDE TESTS/ *CLASS ATTITUDES/ *COMMUNITY ATTITUDES/ *EDUCATIONAL ATTITUDES/ FORCED CHOICE TECHNIQUE/ *MEASUREMENT INSTRUMENTS/ OPINIONS
/ EAST LANSING
START DATE 15 JUL 67;END DATE 31 MAY 70

THE PREDOMINANT ATTITUDES TOWARD EDUCATION, ESPECIALLY OF THE MENTALLY RETARDED, HELD BY SELECTED INTEREST GROUPS IN AREAS OF THE UNITED STATES AND ISRAEL, AND POSSIBLY IN YUGOSLAVIA AND SELECTED COUNTRIES IN LATIN AMERICA AND ASIA, WILL BE DETERMINED AS ONE PART OF THIS STUDY. THE SECOND PART OF THE STUDY IS CONCERNED WITH THE APPLICATION OF THE SPECIAL METHODOLOGICAL APPROACH THAT HAS BEEN PLANNED. THE SUBSTANTIVE PORTION OF THIS STUDY WILL DETERMINE (1) THE PREDOMINANT VALUE ORIENTATIONS AND (2) THE PREDOMINANT ATTITUDES TOWARD THE EDUCATION AND REHABILITATION OF THE MENTALLY RETARDED AMONG THE FOLLOWING INTEREST GROUPS IN EACH OF THE RESEARCH COUNTRIES--(1) ELEMENTARY SCHOOL TEACHERS, (2) SECONDARY SCHOOL TEACHERS, (3) SPECIAL EDUCATORS AND REHABILITATION WORKERS, (4) LABORERS AND SEMI-SKILLED WORKERS, AND (5) MANAGERS AND EXECUTIVES. FOR THIS STUDY, SPECIAL ATTITUDE ASSESSMENT SCALES WILL BE DEVELOPED BY APPLICATION OF GUTTMAN'S FACET THEORY AND WILL BE FIELD TESTED IN ISRAEL. OTHER OBJECTIVES OF THE METHODOLOGY PLANNED ARE TO (1) ASSESS CONFIGURAL

RELATIONSHIPS AMONG THE PRINCIPAL VARIABLES OF THE STUDY IN EACH OF THE RESEARCH COUNTRIES BY MEANS OF THE GUTTMAN SMALLEST SPACE ANALYSIS PROCEDURES, (2) ASSESS THE PREDICTIVE VALIDITY OF FOUR HYPOTHESIZED DETERMINANTS OF ATTITUDES (VALUATIONAL, CONTACTUAL, DEMOGRAPHIC, AND ATTITUDINAL) TOWARD EDUCATION AND TOWARD MENTAL RETARDATION IN EACH OF THE RESEARCH COUNTRIES, AND (3) TO COMPARE EACH OF THE ANALYSES DESCRIBED ABOVE ACCORDING TO THE RANKING OF EACH OF THE RESEARCH COUNTRIES AS DETERMINED BY THE DEGREE OF ECONOMIC MODERNIZATION AND BY RELATED INDEXES OF MODERNIZATION. (AL)

231

EP011587 24

EMIGRATION EDUCATION, AND URBANIZATION AMONG EASTERN AND SOUTHERN EUROPEANS IN THEIR HOMELANDS AND IN THE UNITED STATES 1890-1940.

SMITH, TIMOTHY L.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
BR-9-0091 68
BASIC STUDIES BRANCH, DESR
MARYLAND CONGRESSIONAL DISTRICT NUMBER 4
OEC-0-9-300091-1377

/ *EDUCATIONAL BACKGROUND/ *MIGRANTS/ MIGRATION/ *MIGRATION PATTERNS / *URBAN IMMIGRATION/ *URBANIZATION

START DATE 1 OCT 68;END DATE 30 JUN 70

THE AIM OF THIS PROJECT IS TO DISCOVER HOW EDUCATION FUNCTIONED AS AN INSTRUMENT OF URBANIZATION AMONG CENTRAL EUROPEAN VILLAGERS (SLOVAKS, RUTHENIANS, POLES, MAGYARS, SLOVENES) WHO MOVED INTO CITIES OF THE UNITED STATES, AS WELL AS INTO CITIES OF THEIR HOMELANDS. THREE MAIN LINES OF ANALYSIS WILL BE FOLLOWED, THE FIRST TWO OF WHICH INTERSECT EACH OTHER SO AS TO PROVIDE SOME DEGREE OF VERIFICATION: (1) A COMPARISON OF ATTITUDES TOWARD CHILDHOOD, AND THE RELATIONSHIP BETWEEN EDUCATION AND ACCULTURATION AMONG HUNGARIANS OF FOUR DIFFERENT RELIGIOUS BACKGROUNDS: CATHOLIC, REFORMED, ORTHODOX, AND JEWISH; (2) A COMPARISON OF THE RELATIONSHIP BETWEEN EDUCATIONAL CONCERN AND ETHNIC RIVALRY IN AREAS OF HETEROGENOUS SETTLEMENT IN CENTRAL EUROPE (SLOVAK, HUNGARIAN, CROATION, UKRAINIAN, SLOVENE) AND IN PITTSBURGH, CLEVELAND, AND DETROIT; (3) A COMPARISON OF THE RESULTS OF BOTH THE FOREGOING ANALYSES WITH WHAT TWO OTHER INVESTIGATORS ARE ABLE TO LEARN ABOUT MIGRATING POLES AND SLOVENES, VIRTUALLY ALL OF WHOM WERE FROM LINGUISTICALLY AND RELIGIOUSLY HOMOGENEOUS AREAS, AND MOST OF WHOM SETTLED IN CLEARLY DEMARCATED SOCIAL COMMUNITIES IN AMERICA. BY LAYING EQUAL STRESS UPON DEVELOPMENTS IN THE OLD WORLD AND THE NEW, THE RESULTS WILL OFFER PERCEPTIONS RELEVANT NOT SIMPLY TO AMERICAN HISTORY, BUT TO A WIDE RANGE OF PROBLEMS CONFRONTING EDUCATIONAL PLANNERS EVERYWHERE. (JL)

232

EP012099 24
CROSS CULTURAL STUDY OF EDUCATIONAL MOTIVATION AND PERFORMANCE.
LEACOCK, ELEANOR B.
BROOKLYN POLYTECHNIC INST., N.Y.
BR-0-0339 26 SEP 69
NEW YORK CONGRESSIONAL DISTRICT NUMBER 14

/ ACADEMIC PERFORMANCE/ *AFRICAN CULTURE/ *ELEMENTARY SCHOOLS/ *PARENT SCHOOL RELATIONSHIP/ *SCHOOL COMMUNITY RELATIONSHIP/ SCHOOL ROLE/ *SECONDARY SCHOOLS/ STUDENT MOTIVATION
/ EAST AFRICA/ LUSAKA/ *ZAMBIA
START DATE 1 FEB 70;END DATE 31 JAN 71

IN THE PROPOSED STUDY, AN ATTEMPT WILL BE MADE TO WORK OUT A BROADER THEORETICAL CONTEXT THAN NOW EXISTS FOR HANDLING EXISTING EDUCATIONAL PROBLEMS. IT IS HYPOTHESIZED THAT VALUE CONFLICT AND CULTURAL DEFICIENCIES IN BACKGROUND, AS SEEN IN WESTERN TERMS, ARE NOT AS IMPORTANT AS ARE SOME OF THE EDUCATIONAL INADEQUACIES LINKED WITH WESTERN SCHOOL CULTURE. THE STUDY, TO BE PERFORMED IN LUSAKA, ZAMBIA, WILL CONSTITUTE A FOLLOW-UP OF TWO PREVIOUS PROJECTS, ONE ON ELEMENTARY SCHOOLING IN NEW YORK CITY, AND THE OTHER ON TEACHING INTERDISCIPLINARY SOCIAL SCIENCE THEORY AND METHOD AT A COLLEGE LEVEL. IN THIS FOLLOW-UP STUDY, AN INVESTIGATION WILL BE MADE OF THE RELATION OF THE COMMUNITY BACKGROUND TO THE ELEMENTARY AND SECONDARY SCHOOLING RECEIVED BY CHILDREN IN LUSAKA, ZAMBIA, AND THE IMPLICATIONS OF THE DISCONTINUITIES BETWEEN THE TWO FOR SUCCESSFUL EDUCATION WILL BE EXAMINED. THE STUDY WILL BE CONDUCTED IN TWO STAGES, THE FIRST FOCUSING ON THE SCHOOL AND THE SECOND ON THE RURAL ZAMBIAN BACKGROUND. THE FIRST STAGE WILL INVOLVE CLASSROOM OBSERVATIONS AND SOME INTERVIEWING OF TEACHERS AND STUDENTS; THE SECOND WILL INVOLVE PARTICIPANT OBSERVATION AND UNSTRUCTURED INTERVIEWING IN A ZAMBIAN VILLAGE. IT IS BELIEVED THAT THE RESULTS OF THE STUDY WILL BE OF BENEFIT FOR EDUCATIONAL PROGRAMS GENERALLY, BOTH AT HOME AND ABROAD. (DB)

233

EP012177 24
A STUDY OF CHILDREN'S AGGRESSIVE ACTIONS IN SIX CULTURES.
LAMBERT, WILLIAM W.
CORNELL UNIV., ITHACA, N.Y.
BR-9-0664
BASIC STUDIES BRANCH, DESR
NEW YORK CONGRESSIONAL DISTRICT NUMBER 33
OEG-0-70-2743

/ *AGGRESSION/ *BEHAVIOR PATTERNS/ BEHAVIOR THEORIES/ *CHILDREN/ *CULTURAL CONTEXT/ RESPONSE MODE/ *SOCIALIZATION
START DATE 1 FEB 70;END DATE 31 JAN 72

THE DATA ARE PART OF THE SIX CULTURE STUDY IN WHICH SAMPLES OF ABOUT 24 CHILDREN FROM RELATIVELY HOMOGENEOUS COMMUNITIES IN SIX CULTURES ARE OBSERVED IN THEIR EVERYDAY SETTINGS OUTSIDE THE HOME, WITH A PARTICULAR EMPHASIS UPON THE SOCIAL AND PSYCHOLOGICAL CONDITIONS PRECEDING AND FOLLOWING ACTS OF AGGRESSION (OR OF FAILURE TO BE AGGRESSIVE, IN THE SENSE OF HURTING OR INTENDING TO HURT, OTHERS) OF THE SAMPLE CHILDREN. THE PURPOSE OF THE PROJECT IS TO TEST HYPOTHESIS OF A WIDE RANGE OF QUESTIONS REGARDING THE ORIGINS AND ELICITING CONDITIONS FOR VARYING AGGRESSIVE RATES AND PROPORTIONS IN THE OBSERVED BEHAVIOR OF CHILDREN WHO WERE TIME SAMPLED IN THEIR REPRESENTATIVE BEHAVIOR SETTINGS. SIX AREAS OF INTEREST ARE: 1. ANALYSIS OF THE FEEDBACK THE CHILDREN RECEIVED FOR ACTS OF AGGRESSION, ANALYZED BY CULTURE, AGE, SEX; 2. ANALYSIS OF THE TARGETS OF AGGRESSION USED BY THE CHILDREN, RELATED TO THEIR SEX, AGE, CULTURE; 3. TESTING A NEW HYPOTHESIS REGARDING THE NATURAL SOCIALIZATION OF CHILDREN'S AGGRESSIVE HABITS AND ACTIONS; 4. ANALYSIS OF THE EFFECT OF DIFFERENT SOCIAL SETTINGS ON AGGRESSIVE ACTIONS OBSERVED; 5. AN ANALYSIS OF RETALIATORY HABITS, PROPORTIONS AND RATES; AND 6. A STUDY OF THE STRUCTURE OF CHILDREN'S AGGRESSION, AND THE FAMILY, DISCIPLINARY, CULTURAL, COMMUNITY ANTECEDENTS TO SUCH AGGRESSION IN THE CHILDREN OF OUR SAMPLES. (ON)

Media Studies

234

ED003119 24
INTERNATIONAL SEMINAR ON INSTRUCTIONAL TELEVISION, OCTOBER 8-18, 1961.
SEIBERT, WARREN F. ; AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
NDFA-VIIB-087
61
OEC-SAE-9429
218P.

/ *EDUCATIONAL TELEVISION/ INSTRUCTIONAL INNOVATION/ *INSTRUCTIONAL TELEVISION/ INTERNATIONAL EDUCATION/ *SEMINARS/ *TELEVISION CURRICULUM / *WORKSHOPS
/ INDIANA/ LAFAYETTE
VARIOUS MAJOR DEVELOPMENTS IN INTERNATIONAL INSTRUCTIONAL TELEVISION WERE PRESENTED FROM THE UNITED KINGDOM, FRANCE, JAPAN, CANADA, UNITED STATES, AND ITALY. ALSO, SEVERAL PAPERS DISCUSSED (1) PROBLEMS, FUNCTIONS, AND TRENDS, (2) THE IMPACT OF INSTRUCTIONAL TELEVISION ON THE CLASSROOM TEACHER, (3) PRODUCTION FACILITIES AND EQUIPMENT, (4) EDUCATIONAL, PSYCHOLOGICAL, AND COMMUNICATIONS RESEARCH, AND (5) SPECIAL USES OF TELEVISION IN EDUCATION. REPORTS AND RECOMMENDATIONS OF WORKING GROUPS AND COMMITTEES WERE ALSO INCLUDED. (HB)

235

ED003151 64
SURVEY OF EDUCATIONAL MEDIA RESEARCH IN THE FAR EAST, INSTRUCTIONAL USES AND RESEARCH DIRECTION, STUDY 3--NEW MEDIA FOR INSTRUCTION.
DUKE, BENJAMIN C.
INTERNATIONAL CHRISTIAN UNIV., TOKYO (JAPAN).
BULL. 1963, NO. 40; NDEA-VIIB-134 ; OE-34025
63
OEC-NDEA-SAE-9347
191P.

/ *AUDIOVISUAL AIDS/ AUDIOVISUAL PROGRAMS/ CONFERENCES/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL FILMS/ *INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL TELEVISION/ MEDIA RESEARCH/ *NATIONAL SURVEYS/ SURVEYS
/ ASIA/ JAPAN/ TOKYO

A SURVEY WAS CONDUCTED IN ASIA TO LEARN OF DEVELOPMENTS IN EDUCATIONAL MEDIA RESEARCH AND EXPERIMENTATION. THE PURPOSE OF THE PROJECT WAS TO COMPILE, TRANSLATE, AND PUBLISH EDUCATIONAL MEDIA MATERIALS FROM THE MAJOR ASIAN COUNTRIES AND TO MAKE THE INFORMATION AVAILABLE IN THE UNITED STATES. THE PRINCIPAL INVESTIGATOR VISITED 20 COUNTRIES IN THE FAR EAST AND THE SOUTH PACIFIC. DURING THESE VISITS, 10 COUNTRIES WERE SELECTED TO PARTICIPATE DIRECTLY IN THE SURVEY, AND A LOCAL REPRESENTATIVE WAS SELECTED AS THE PROJECT ADVISER. EACH ADVISER COLLECTED MATERIALS AND FORWARDED REPORTS TO THE TOKYO OFFICE FOR A PERIOD OF 10 MONTHS. THE REPORTS WERE COMPILED AND DISCUSSED DURING A 1-WEEK CONFERENCE IN TOKYO. INCLUDED IN THE FINAL REPORT IS A BRIEF OVERVIEW OF THE EDUCATIONAL SITUATION IN THE FAR EAST, A COUNTRY-BY-COUNTRY DESCRIPTION OF EDUCATIONAL MEDIA PROGRESS, A SUMMARY OF THE CONFERENCE, AND RESEARCH ABSTRACTS AND CASE STUDIES. IT WAS DISCOVERED THAT NATIONAL AUDIOVISUAL PROGRAMS HAVE BEEN ESTABLISHED IN MOST ASIAN COUNTRIES. THEY ARE USUALLY INFLUENCED AND SUPPORTED BY AMERICAN AID AND FUNCTION AT THE HIGHER ADMINISTRATIVE LEVELS OF EDUCATION. ONLY IN THE CASE OF JAPAN HAS THERE BEEN EXTENSIVE LOCAL INFLUENCE. (JC)

236

ED003166 64
SURVEY OF EDUCATIONAL MEDIA RESEARCH AND PROGRAMS IN LATIN AMERICA.
ELY, DONALD P.
SYRACUSE UNIV., N.Y. NEWHOUSE COMMUNICATIONS CENTER.
NDEA-VIIB-418
65
OE-4-16-003
108P.

/ *EDUCATIONAL RESEARCH/ *MEDIA RESEARCH/ QUESTIONNAIRES/ *RESEARCH METHODOLOGY/ *SURVEYS
/ LATIN AMERICA/ NEW YORK/ SYRACUSE

A SURVEY OF EDUCATIONAL MEDIA RESEARCH IN 19 LATIN AMERICAN COUNTRIES WAS CONDUCTED AND ASSESSED. ITS PURPOSE WAS TO IDENTIFY, REPORT, AND DISSEMINATE INFORMATION ON THOSE AGENCIES AND PERSONNEL ENGAGED IN SUCH RESEARCH. A PRELIMINARY ANALYSIS DETERMINED WHICH AGENCIES WERE CONDUCTING OR HAD ACCESS TO EDUCATIONAL MEDIA RESEARCH. A QUESTIONNAIRE WAS SENT TO DETERMINE FURTHER INFORMATION ON THE EXTENT OF EACH COUNTRY'S EDUCATIONAL MEDIA. THE FINAL SAMPLE CONSISTED OF 64 PERSONS REPRESENTING 28 DIFFERENT AGENCIES IN 7 COUNTRIES WHERE RESEARCH PROGRAMS WERE IDENTIFIED, DATA FROM LETTERS, QUESTIONNAIRES, INTERVIEWS, AND THE RESEARCH STUDIES THEMSELVES WERE COMPILED. DESCRIPTIONS OF MEDIA RESEARCH IN 19 COUNTRIES AT THE TIME OF THE REPORT PUBLICATION ARE INCLUDED. (HB)

237

ED003779 64
SURVEY OF EUROPEAN RESEARCH IN AUDIO-VISUAL AIDS.
HARRISON, J. A.
NATIONAL COMMITTEE FOR AUDIO-VISUAL AIDS IN EDUCATION, LONDON (ENGLAND).
NDEA-VIIB-139
62
318P.

/ *AUDIOVISUAL AIDS/ INSTRUCTIONAL MATERIALS/ MASS MEDIA/ *MEDIA RESEARCH/ *SURVEYS
/ *BIBLIOGRAPHY/ ENGLAND/ EUROPE/ LONDON

A COMPREHENSIVE BIBLIOGRAPHY IS PRESENTED COVERING PUBLISHED REPORTS AND PAPERS FROM 1945 TO 1961 ON THE DEVELOPMENT, APPLICATION, AND EVALUATION OF NEW EDUCATIONAL MEDIA IN EUROPE. THE BIBLIOGRAPHY IS BROADLY BASED AND INCLUDES ACADEMIC RESEARCH, EXPLORATORY WORK, EXPERIMENTS WITH NEW METHODS, AND SURVEYS. ENTRIES ARE CLASSIFIED UNDER 10 SECTIONS--(1) FILMS, (2) STILL-PROJECTED MEDIA, (3) NONPROJECTED MEDIA, (4) MUSEUMS, (5) PERCEPTION, (6) RADIO, (7) DISC AND TAPE RECORDINGS, (8) TELEVISION, (9) TEACHING MACHINES, AND (10) GENERAL AUDIOVISUAL AIDS AND MASS MEDIA. EACH ENTRY CONTAINS THE REPORT TITLE, AUTHOR, SOURCE, AND COUNTRY OF ORIGIN. ABSTRACTS ARE LIMITED TO RESEARCH REPORTS DIRECTLY RELATED TO LEARNING. (JH)

238

ED003790 64
AFRICAN MUSIC SPEAKS, NO. 6--PROJECT CUE, A TV UTILIZATION SHEET.
BROWN, ROBERT M.
NEW YORK STATE EDUCATION DEPT., ALBANY.
NDEA-VIIB-324-6
64
43P.

/ *EDUCATIONAL TELEVISION/ FOREIGN COUNTRIES/ *FOREIGN CULTURE/ *INSTRUCTIONAL AIDS/ *TEACHING GUIDES/ TEACHING TECHNIQUES/ *TELEVISED

INSTRUCTION/ TELEVISION CURRICULUM
/ ALBANY/ NEW YORK/ PROJECT CUE

FOURTEEN SETS OF EDUCATIONAL TV UTILIZATION GUIDE SHEETS WERE PREPARED AS TEACHER AIDS. THESE SHEETS COVER SUCH AREAS AS SYNOPSIS OF SUBJECT, SUGGESTED PREPARATION (PRETELECAST), KEY WORDS, WHAT PUPILS SHOULD LOOK AND LISTEN FOR, SUGGESTED FOLLOWUP ACTIVITIES, SUGGESTED RELATED ACTIVITIES, SUGGESTED EVALUATION, AND SUGGESTED RELATED MATERIALS. AFRICAN MUSIC, AFRICAN ART, AFRICAN CULTURE, INDONESIA, CAMBODIAN CULTURE, BUDDHISM, PHILIPPINE ART AND CULTURE, AND BRAZIL ARE AMONG THE SUBJECTS COVERED IN THESE UTILIZATION SHEETS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (GD)

239

ED003803 64
OCCASIONAL PAPERS ON PROGRAMED INSTRUCTION, I. PROGRAMED INSTRUCTION IN OTHER COUNTRIES.
SCHRAMM, W. ; AND OTHERS
STANFORD UNIV., CALIF. INST. FOR COMMUNITY RESEARCH.
NDEA-VIIB-322-4
63
92P.

/ *FOREIGN COUNTRIES/ *PROGRAMED INSTRUCTION/ PROGRAMING/ *TEACHING MACHINES
/ CALIFORNIA/ FRANCE/ JAPAN/ SOVIET UNION/ STANFORD/ UNITED KINGDOM

REPORTS WERE PRESENTED ON THE DEVELOPMENT AND STATE-OF-THE-ART OF PROGRAMED INSTRUCTION IN THE UNITED KINGDOM, JAPAN, FRANCE, AND THE SOVIET UNION. KENNETH AUSTWICK, UNIVERSITY OF SHEFFIELD, HIGHLIGHTS THE PICTURE IN THE UNITED KINGDOM WHERE INTEREST HAS GROWN RAPIDLY SINCE 1961. THE AUTHOR POINTS OUT THAT PERHAPS THE MOST EXCITING WORK IS BEING DONE BY GORDON PASK IN THE UNITED KINGDOM, WHO IS DEVELOPING EXTRINSICALLY ADAPTIVE TEACHING MACHINES. MITOJI NISHIMOTO, DIRECTOR OF THE AUDIOVISUAL CENTER, INTERNATIONAL CHRISTIAN UNIVERSITY, REPORTS ON DEVELOPMENTS IN JAPAN, WHERE A BRIGHT FUTURE FOR TEACHING MACHINES AND PROGRAMED LEARNING IS PREDICTED. GEORGE DECOTE, BROOKLYN COLLEGE, NEW YORK, REVIEWS THE STATUS OF PROGRAMED INSTRUCTION IN FRANCE. PERSONNEL AND ORGANIZATIONS ACTIVE IN THE FIELD ARE DISCUSSED. DEVELOPMENTS IN THE SOVIET UNION ARE PRESENTED BY HARMAT VOGT, UNIVERSITY OF MARBURG. PARTICULAR ATTENTION IS DEVOTED TO CYBERNETICS IN THEORY AND PRACTICE IN SOVIET EDUCATION. NUMEROUS DEVELOPMENTS ARE REPORTED. (JC)

240

ED018441 24 TE499994
CONVEYING AN EMPATHIC UNDERSTANDING OF THE CIVILIZATION OF THE INDIAN-PAKISTANI SUBCONTINENT THROUGH THE USE OF AN INTEGRATED SERIES OF SELECT FILMS. FINAL REPORT.
LEVISON, MELVIN E.

CITY UNIV. OF NEW YORK, N.Y. BROOKLYN COLL.
BR-6-8312
10OCT67
78P.

/ AUDIOVISUAL AIDS/ *CROSS CULTURAL TRAINING/ CULTURAL AWARENESS/ CULTURAL DIFFERENCES/ *CULTURAL EXCHANGE/ *EMPATHY/ *FILMS/ *FOREIGN CULTURE/ INDIANS/ INSERVICE PROGRAMS/ INSERVICE TEACHER EDUCATION/ INSTRUCTIONAL FILMS
/ ASIA/ INDIAN PAKISTANI SUBCONTINENT

THIS PROJECT TESTED A METHOD FOR DEVELOPING "AUDIO-VISUAL LITERACY" AND, AT THE SAME TIME, AN EMPATHIC UNDERSTANDING OF ANOTHER CIVILIZATION THROUGH THE USE OF A SERIES OF SELECT FILMS. THE POPULATION CONSISTED OF 28 TEACHERS IN AN IN-SERVICE COURSE AND CLASSES LATER TAUGHT BY IN-SERVICE TRAINED TEACHERS IN FIVE SECONDARY SCHOOLS--THREE IN SLUM AREAS AND ONE OF HIGH SCHOOL STUDENTS READING ON A THIRD- AND FOURTH-GRADE LEVEL. FOR ALL GROUPS THE SAME SERIES OF FILMS, THE SAME METHOD, EVEN THE SAME BASIC QUESTIONS WERE USED. THE RESULTS IN ALL CASES WERE GRATIFYING, AS EVALUATED BY A TEAM OF EDUCATIONAL SOCIOLOGISTS AND PSYCHOLOGISTS, AND INDICATE THAT THE METHOD HAS SIGNIFICANT POTENTIAL. THE METHOD, ADAPTABLE ALSO TO MOST OTHER MEDIA, REVOLVES AROUND THE USE OF THREE QUESTIONS--(A) "WHAT DO YOU SEE." "WHAT DO YOU HEAR." (B) "WHAT INFERENCES CAN WE MAKE ABOUT THE PEOPLE AND THEIR WAY OF LIFE ON THE BASIS OF THE DATA WE HAVE AMASSED BY FIRST ANSWERING QUESTION (A) THOROUGHLY." (C) "WHAT IN THE FILMS CAUSES US TO FEEL THE WAY WE DO," OR "WHAT IN OUR BACKGROUND OR EXPERIENCE MAY CAUSE US TO REACT THE WAY WE DO TO THE FILM." QUESTION (C) IS BASED ON THE ASSUMPTION (1) THAT PERCEIVING AND CONCEIVING ARE CULTURALLY INFLUENCED AND THAT STUDENTS CAN BE MADE AWARE OF THIS, AND (2) THAT A GROWING SENSITIVITY TOWARD THE SELF AND THE OTHER ARE PROFOUNDLY INTERRELATED. THE METHOD TAKES ADVANTAGE OF STOP AND HOLD FEATURES ON THE BELL AND HOWELL NO. 552 16MM. PROJECTOR. (AUTHOR)

241

ED029488 24 EM005352
THE NATIONAL FILM BOARD OF CANADA AND ITS TASK OF COMMUNICATION. FINAL REPORT.
JAMES, C. RODNEY
OHIO STATE UNIV., COLUMBUS.
RMQ66004
BR-6-8795
29 FEB 68
OEC-3-7-068795-2724
24P.

/ *FILM PRODUCTION/ FILMS/ *GOVERNMENT ROLE/ *GUIDELINES/ *HISTORY
/ CANADA/ NATIONAL FILM BOARD OF CANADA

THE NATIONAL FILM BOARD OF CANADA HAS, THROUGH ITS FILMS, ACHIEVED A WORLD-WIDE INFLUENCE, AND ITS UNIQUENESS LIES IN ITS ADMINISTRATIVE STRUCTURE AND ITS PLACE IN THE CANADIAN GOVERNMENT WHICH HAS ENABLED IT TO SURVIVE WHILE SIMILAR ORGANIZATIONS IN OTHER COUNTRIES HAVE

SUCCUMBED TO POLITICAL AND FILM INDUSTRY PRESSURES. THIS STUDY OFFERS A CRITICAL ASSESSMENT OF THE REASONS FOR THE BOARD'S SUCCESS, WITH A VIEW TO FORMULATING VERY GENERAL PRINCIPLES AS TO HOW A FILM BOARD MIGHT BE RUN SUCCESSFULLY. THE SUCCESS OF A FILM BOARD IS RELATED TO THE FORMAL STRUCTURE OF THE BOARD. NATIONAL PREDISPOSITION, THOUGH UNMEASURABLE, IS IMPORTANT. IT IS ESSENTIAL THAT THE GOVERNMENT BE A SOCIAL DEMOCRACY, AND THAT THE COMMERCIAL FILM INDUSTRY NOT BE TOO POWERFUL. A MORE DETAILED COMPARATIVE STUDY OF FILM BOARDS ALL OVER THE WORLD WHICH HAVE SIMILAR AIMS IS RECOMMENDED, SO AS TO DETERMINE WHAT STRENGTHS, WEAKNESSES, AND PROBLEMS THEY ALL HAVE IN COMMON. (GO)

242

ED039996 32 RC004403
ARTIFACTS OF MEXICO.
FRAUSTO, TOMAS YBARRA
CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH, WASH.
RMQ66000
69
68P.
CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, P. O. BOX 329, TOPPENISH, WASHINGTON 98948 ($2.00)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *ART PRODUCTS/ CLOTHING/ *CULTURAL BACKGROUND/ FOLK CULTURE/ GAMES / *HANDICRAFTS/ *LATIN AMERICAN CULTURE/ *MEXICAN AMERICANS/ TOYS

ARTIFACTS FROM MEXICO ARE DESCRIBED AND ILLUSTRATED (1) TO ASSIST THE MEXICAN AMERICAN CHILD IN RETAINING PRIDE IN HIS SOCIAL, HISTORICAL, AND CULTURAL PAST AND (2) TO PROMOTE UNDERSTANDING BY TEACHERS AND STUDENTS OF THE CULTURAL BACKGROUND OF THE MEXICAN AMERICAN. THE DESCRIPTIONS RELATE BOTH THE PURPOSES FOR WHICH THE OBJECTS WERE CREATED AND THE IMPORTANCE OF THE OBJECTS TO THE LIFE STYLES OF THE MEXICAN PEOPLE. CATEGORIES OF ARTIFACTS PRESENTED ARE CLOTHING, FOLK AND FESTIVE ITEMS, HOUSEHOLD ITEMS, AND TOYS AND GAMES. (JH)

243

ED050570 56 EM008930 JAN 71
ITV AND EDUCATION OF CHILDREN OF MIGRANT FARM WORKERS, INDIANS, AND INNER-CITY POOR: CROSS-CULTURAL COMPARISONS OF INTERNATIONAL USES OF MEDIA. VOLUME I.
MACKIN, EVA; AND OTHERS
AMERICAN UNIV., WASHINGTON, D.C. DEVELOPMENT EDUCATION AND TRAINING RESEARCH INST.
RMQ66004
BR-8-0471
OEC-3-8-080471-0059(020)
195P.; SEE ALSO VOLUME II, EM 008 931

/ *AMERICAN INDIANS/ COMMUNITY COLLEGES/ *COMPARATIVE EDUCATION/

COMPENSATORY EDUCATION/ COMPENSATORY EDUCATION PROGRAMS/ CORRESPONDENCE STUDY/ CULTURE CONFLICT/ *DISADVANTAGED YOUTH/ EDUCATIONALLY DISADVANTAGED/ EDUCATIONAL RADIO/ EDUCATIONAL STRATEGIES / INNER CITY/ *INSTRUCTIONAL TELEVISION/ JUNIOR COLLEGES/ *MIGRANT CHILD EDUCATION/ MIGRANT YOUTH/ PROGRAM EVALUATION/ PROGRAM PROPOSALS/ REMEDIAL INSTRUCTION/ STUDENT TEACHER RELATIONSHIP/ TELEVISED INSTRUCTION

/ AUSTRALIA/ ISRAEL/ JAPAN/ NEW ZEALAND

THE POSSIBILITY OF USING INSTRUCTIONAL TELEVISION (ITV) AS THE CORE COMPONENT IN AN INSTRUCTIONAL SYSTEM DESIGNED TO MEET THE SPECIAL NEEDS OF THE EDUCATIONALLY DISADVANTAGED CHILDREN OF MIGRANT FARM WORKERS, OF AMERICAN INDIANS, AND OF THE INNER-CITY POOR WAS APPRAISED. THE EDUCATIONAL PROBLEMS OF EACH OF THESE THREE GROUPS WERE ASSESSED AND DIFFERENTIATED FROM THE PROBLEMS OF EDUCATIONALLY DISADVANTAGED CHILDREN IN GENERAL. AFTER A SURVEY OF THE USE OF ITV SYSTEMS TO MEET SIMILAR NEEDS IN OTHER COUNTRIES, THE ITV SYSTEMS USED IN AUSTRALIA, ISRAEL, JAPAN, AND NEW ZEALAND WERE CHOSEN FOR IN-DEPTH STUDY. THE WAYS IN WHICH THESE SYSTEMS DEAL WITH SUCH PROBLEMS AS INTRODUCING THE CORE TELEVISION APPROACH, OVERCOMING RESISTANCE TO ITV, THE EFFECT OF THE STUDENT-TO-SYSTEM RELATIONSHIP ON THE LEARNING PROCESS, REDUCING THE CONSEQUENCES OF SPORADIC SCHOOL ATTENDANCE, UPGRADING THE SKILLS OF TEACHERS, AND TEACHING BASIC SKILLS IN LANGUAGE AND MATHEMATICS WERE STUDIED IN DETAIL. WHEN THE EXPERIENCES OF THESE ITV SYSTEMS WERE USED TO EVALUATE ITV IN TERMS OF THE PARTICULAR NEEDS OF EACH OF THE THREE TARGET GROUPS, IT WAS FOUND THAT THE USE OF ITV TO PRESENT A CORE CURRICULUM WOULD BE AN EFFECTIVE MEANS OF ACCOMPLISHING SIGNIFICANT REFORMS ONLY IN THE EDUCATION OF AMERICAN INDIAN CHILDREN. A SPECIAL ANALYSIS WAS ALSO MADE OF THE POTENTIAL ROLE OF ITV IN JUNIOR AND COMMUNITY COLLEGES. (JY)

244

ED050571 56 EM008931 JAN 71

ITV AND EDUCATION OF CHILDREN OF MIGRANT FARM WORKERS, INDIANS, AND INNER-CITY POOR: CROSS-CULTURAL COMPARISONS OF INTERNATIONAL USES OF MEDIA. VOLUME II: CASE STUDIES.

KIMMEL, PAUL; AND OTHERS

AMERICAN UNIV., WASHINGTON, D.C. DEVELOPMENT EDUCATION AND TRAINING RESEARCH INST.

RMQ66004

BR-8-0471

OEC-3-8-080471-0059(020)

192P.; SEE ALSO VOLUME I, EM 008 930

/ ADMINISTRATIVE ORGANIZATION/ *CASE STUDIES/ *COMPARATIVE EDUCATION / CORRESPONDENCE STUDY/ CURRICULUM DEVELOPMENT/ *EDUCATIONAL RADIO/ EDUCATIONAL STRATEGIES/ FEEDBACK/ INSTRUCTIONAL SYSTEMS/ *INSTRUCTIONAL TELEVISION/ PROGRAM COSTS/ PROGRAM EVALUATION/ RURAL EDUCATION/ SECONDARY EDUCATION/ TEACHER EDUCATION/ TELEVISED INSTRUCTION/ TELEVISION TEACHERS

/ *AUSTRALIA/ *ISRAEL/ *JAPAN/ *NEW ZEALAND/ NHK/ NIPPON HOSO KYOKAI

IN ORDER TO APPRAISE THE USEFULNESS OF INSTRUCTIONAL TELEVISION

(ITV) AS THE CORE COMPONENT IN INSTRUCTIONAL SYSTEMS DESIGNED TO MEET THE SPECIAL NEEDS OF THE EDUCATIONALLY DISADVANTAGED CHILDREN OF MIGRANT FARM WORKERS, AMERICAN INDIANS, AND THE INNER-CITY POOR, A STUDY WAS MADE OF THE USE OF ITV PROGRAMS TO MEET SIMILAR NEEDS IN OTHER COUNTRIES. THE FOUR IN-DEPTH CASE STUDIES WHICH SUPPORTED THIS APPRAISAL ARE PRESENTED HERE: EDUCATIONAL RADIO AND TELEVISION IN AUSTRALIA, ITV IN ISRAEL, THE NIPPON HOSO KYOKAI (NHK) GAKUEN (HIGH SCHOOL) PROGRAM IN JAPAN, AND EDUCATIONAL RADIO IN NEW ZEALAND. THESE CASE STUDIES PROVIDE DETAILED INFORMATION ON THE FUNCTIONING OF EACH PROGRAM WHICH GOES BEYOND APPRAISING ITS POTENTIAL FOR THE EDUCATIONALLY DISADVANTAGED IN THE UNITED STATES TO A COMPLETE DESCRIPTION OF THE PROGRAM AND ITS PLACE IN THE EDUCATIONAL SYSTEM OF THE COUNTRY AS A WHOLE. THE PROGRAMS USED IN AUSTRALIA, NEW ZEALAND, AND JAPAN RELY ON CORRESPONDENCE COURSES TO SUPPLEMENT THE INSTRUCTION PROVIDED ON TELEVISION, WHILE THE ISRAEL ITV SYSTEM IS INTEGRATED INTO THE SCHOOL CURRICULUM THROUGHOUT THE COUNTRY. (JY)

245

ED053036 SO001622 .70.
MOTION PICTURES FOR THE STUDY OF INDIA: A GUIDE TO CLASSROOM FILMS.
VESTAL, THEODORE M.
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX82950; RMQ66000
17P.

/ *AREA STUDIES/ AUDIOVISUAL AIDS/ *CROSS CULTURAL STUDIES/ FILMS/ HUMANITIES/ *NON WESTERN CIVILIZATION/ RESOURCE GUIDES/ SOCIAL STUDIES / *SOUND FILMS
/ ASIA/ *INDIA

AFTER A THREE YEAR REVIEW OF FILMS ON INDIA AVAILABLE IN THE UNITED STATES, THE RESOURCE CENTER OFFERED THIS GUIDE TO THOSE MOTION PICTURES ADJUDGED BEST FOR USE IN AMERICAN CLASSROOMS. THERE ARE TWELVE DOCUMENTARY FILMS AND FOUR COMMERCIAL FEATURE FILMS INCLUDED FOR USE AT ANY LEVEL OF SCHOOL, COLLEGE, OR UNIVERSITY STUDY: CHILD OF THE STREETS; A FUTURE OF RAM; GANDHI (TWENTIETH CENTURY SERIES); GANDHI (BIOGRAPHY SERIES); I AM TWENTY; IMAGE OF INDIA: THE HINDU WAY; INDIA: HAUNTING PASSAGE; KIPLING'S INDIA; NORTH INDIAN VILLAGE; RADHA AND KRISHNA; AND, THE SWORD AND THE FLUTE. THE FEATURE FILM SECTION IS LIMITED TO FOUR BENGALI FEATURES, PRODUCED AND DIRECTED BY SATYAJIT RAY, BECAUSE THEY ARE THE BEST AND MOST APPROPRIATE FOR AUDIENCES IN THE UNITED STATES. SO 001 619 THROUGH SO 001 623 ARE RELATED DOCUMENTS. (AUTHOR/SBE)

246

EP011372 56
INTERNATIONAL USES OF MEDIA AND CROSS-CULTURAL COMPARISONS.
LYBRAND, WILLIAM A.
AMERICAN UNIV., WASHINGTON, D.C.
BR-8-0471 20FEB68

ORGANIZATION AND ADMINISTRATION STUDIES BRANCH, DHER
DISTRICT OF COLUMBIA
OEC-3-8-080471-0059
FY68-$149,018. 06-24-68. 06-23-70

/ COMPARATIVE ANALYSIS/ *COMPARATIVE EDUCATION/ CULTURE/ *EDUCATIONAL PLANNING/ EDUCATIONAL PROBLEMS/ *INTERNATIONAL EDUCATION/ *SCHOOL DESIGN/ SUBCULTURE

/ *MEDIA/ THE NEW MEDIA

START DATE 24 JUN 68;END DATE 23 JUN 70

AVAILABLE INFORMATION WILL BE COLLECTED, ANALYZED, AND ORGANIZED USING MEDIA AS A CORE COMPONENT RELEVANT TO NEW SCHOOL SYSTEM DESIGN APPROACHES. INTERNATIONAL USES OF MEDIA AS A CORE COMPONENT OF SCHOOL SYSTEM DESIGN (SUCH AS THOSE USED IN NIGER, JAPAN, SAMOA) WILL BE STUDIED. THE STUDY WILL BE CONDUCTED IN THREE PHASES--(1) ANALYZING EDUCATIONAL PROBLEMS IN SELECTED UNITED STATES SUBCULTURES USING AN ADVISORY GROUP SPECIALIZING IN RESEARCH ON EDUCATIONAL PROBLEMS OF THE DISADVANTAGED, AND EDUCATION COST-BENEFIT ANALYSES, (2) DEVELOPING INFORMATION REQUIREMENTS FOR OVERSEAS CASE STUDIES TO BE DEVELOPED FOLLOWING THE BROAD OUTLINES OF A UNESCO REPORT, "THE NEW MEDIA--MEMO TO EDUCATIONAL PLANNERS," BY W. SCHRAMM AND OTHERS (1967) AND CONDUCT OF OVERSEAS CASE STUDIES TO FACILITATE CROSS CULTURAL ANALYSIS, AND (3) CROSS CULTURAL COMPARATIVE ANALYSIS SYSTEMATICALLY RELATING THE EFFECTIVENESS AND COSTS OF SPECIFIC CORE MEDIA USE TO DIFFERENT TYPES OF PROBLEMS IN ALL ASPECTS OF THE EDUCATIONAL SYSTEM ENVIRONMENT. THE PROBLEM ANALYSES, CASE STUDIES, AND RESULTS OF THE COMPARATIVE ANALYSES WILL BE INCLUDED IN A FINAL REPORT. ALSO, PROFESSIONAL STAFF MEMBERS MAY USE THE DATA COLLECTED AS A BASIS FOR PREPARING PAPERS FOR EDUCATIONAL AND SCIENTIFIC JOURNALS OR PRESENTATION AT PROFESSIONAL SOCIETY MEETINGS. (WN)

Handicapped

247

ED044370 EC030839

PROCEEDINGS OF THE FOURTH INTERNATIONAL SEMINAR ON SPECIAL EDUCATION (CORK, IRELAND, SEPTEMBER 8-12, 1969).

MCHUGH, M. F., ED.

INTERNATIONAL SOCIETY FOR REHABILITATION OF THE DISABLED, NEW YORK, N.Y.

69

154P.

/ *CONFERENCE REPORTS/ EARLY CHILDHOOD EDUCATION/ *EXCEPTIONAL CHILD EDUCATION/ *HANDICAPPED CHILDREN/ IDENTIFICATION/ *INTERNATIONAL ORGANIZATIONS

PROCEEDINGS OF THE FOURTH INTERNATIONAL SEMINAR ON SPECIAL EDUCATION (CORK, IRELAND, SEPTEMBER 8-12, 1969) CONTAIN PAPERS RELATING TO THE FOLLOWING THEMES: SPECIAL EDUCATION PERSONNEL, IDENTIFICATION OF THE HANDICAPPED, GENERAL ASPECTS OF EARLY EDUCATION, SPECIAL EDUCATION METHODS, EARLY EDUCATION PROGRAMS FOR THE MENTALLY HANDICAPPED, AND

EARLY EDUCATION PROGRAMS FOR CHILDREN WITH SENSORY AND MOTOR HANDICAPS. ALSO INCLUDED ARE THE PROGRAM SCHEDULE, THE OPENING AND CONCLUDING ADDRESSES, A LIST OF SEMINAR PARTICIPANTS, AND AN AUTHOR AND TITLE INDEX TO THE 25 PAPERS. (RD)

Innovative Research

248

ES000028
SUPPLEMENTARY EDUCATIONAL CENTER IN THE SOCIAL SCIENCES AND HUMANITIES FOR THE METROPOLITAN NEW YORK AREA
CONN., DARIEN, PUBLIC SCHOOL
DPSC-66-424

/ ART/ *CULTURAL AWARENESS/ CULTURAL ENRICHMENT/ *CURRICULUM DEVELOPMENT/ *DISADVANTAGED YOUTH/ *FOREIGN CULTURE/ *HUMANITIES/ MUSIC/ RESOURCE MATERIALS/ *SOCIAL SCIENCES/ THEATER ARTS

A CENTER IS TO BE PLANNED TO INITIATE, DEMONSTRATE, EVALUATE AND SUPPLY MATERIAL RESOURCES FOR PROGRAMS IN THE SOCIAL SCIENCES AND HUMANITIES, CONCENTRATING AT FIRST ON NON-WESTERN SOCIETIES. PLANNING AND INFORMATION-GATHERING IS TO BE UNDERTAKEN TO INSURE EFFECTIVE USE OF THE RESOURCES OF A NEARBY METROPOLITAN AREA. CURRICULUM DEVELOPMENT MAY INCLUDE ORGANIZING STUDIES BY "CULTURE AREAS", SCHEDULING SUMMER INSTITUTES, AND PLANNING A HUMANITIES COURSE. THE INTERRELATIONSHIPS OF ART, MUSIC, HISTORY, AND LITERATURE ARE TO BE EXPLORED. PROGRAMS IN THE LANGUAGES AND THE PERFORMING ARTS OF NON-WESTERN CULTURES ARE TO BE PROVIDED, AS ARE SPECIAL PROGRAMS FOR DISADVANTAGED CHILDREN. APPROXIMATELY 800,000 ELEMENTARY AND SECONDARY, PUBLIC AND NONPUBLIC SCHOOL CHILDREN AND SCHOOL STAFF MEMBERS FROM A THREE-STATE AREA WILL BE SERVED. (SEE ES 000 064 AND ES 000 085 FOR RELATED PROGRAMS.) FOR FURTHER INFORMATION, CONTACT GREGORY COFFIN, SUPERINTENDENT OF SCHOOLS, DARIEN PUBLIC SCHOOLS, BOX 1167, DARIEN, CONNECTICUT 06820. (203) 655-1401 (CL)

249

ES000615
SAN MATEO COUNTY PACE PROGRAM
CALIF., REDWOOD CITY, SAN MATEO COUNTY BD OF EDU
DPSC-66-1962

/ *BEHAVIOR PROBLEMS/ *COMMUNITY SERVICE PROGRAMS/ COUNSELING/ CURRICULUM PLANNING/ *DROPOUTS/ FOREIGN CULTURE/ *KINDERGARTEN/ PREVENTION/ *RETARDATION/ *SOCIAL STUDIES

A COORDINATING CENTER WILL BE PLANNED AND THE FOLLOWING FIVE-PART PROGRAM WILL BE INSTITUTED TO SERVE STUDENTS IN A RAPIDLY GROWING AREA--(1) A "KNOW AND CARE" PROGRAM WILL MOBILIZE COMMUNITY RESOURCES TO MEET A VARIETY OF NEEDS RANGING FROM STIMULATING CURRICULUM IMPROVEMENT TO HELPING HIGH SCHOOL DROPOUTS. (2) AN "EARLY

IDENTIFICATION INTERVENTION" PROJECT WILL BE OPERATED TO PREVENT OR REDUCE PROBLEM BEHAVIOR IN GRADES K-4. (3) A COMMUNITY-ACTION PROJECT WILL BE PLANNED TO PROVIDE EDUCATIONAL, CULTURAL, RECREATIONAL, AND COUNSELING SERVICES TO PERSONS OF ALL AGES IN A RURAL AREA WHICH IS RAPIDLY BECOMING A SUBURB. (4) A "PROJECT NATIONS" WILL BE PLANNED TO ENRICH THE SOCIAL STUDIES CURRICULUM USING FOREIGN GRADUATE STUDENTS WHO ATTEND AMERICAN UNIVERSITIES TO TEACH THE CUSTOMS AND CULTURES OF THEIR PEOPLE. (5) A DEVELOPMENTAL KINDERGARTEN PROGRAM WILL BE ESTABLISHED FOR CHILDREN WHO HAVE RETARDATIONS OR DEVIATIONS WHICH MAY AFFECT THEIR PARTICIPATION IN A REGULAR KINDERGARTEN BUT FOR WHOM A NURSERY SCHOOL CURRICULUM IS INAPPROPRIATE. THE KINDERGARTEN PROGRAM WILL ATTEMPT TO PREVENT THE STUDENTS FROM BECOMING MARGINAL STUDENTS BY OFFERING ACTIVITIES ENCOURAGING INDIVIDUAL GROWTH. APPROXIMATELY 137,737 STUDENTS IN GRADES K-14 AND 21,776 ADULT EDUCATION STUDENTS IN A METROPOLITAN COUNTY WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT H. GERARD ROWE, JR., EXECUTIVE DIRECTOR, SAN MATEO COUNTY PACE PROGRAMS, 590 HAMILTON ST., REDWOOD CITY, CALIFORNIA 94063. (415) 396-1441. (JE)

250

ES000685
WORLD HISTORY -- AN APPROACH THROUGH THE HUMANITIES
S.C., COLUMBIA, RICHLAND COUNTY SCH DIST
DPSC-66-2420

/ AUDIOVISUAL AIDS/ *CONTROL GROUPS/ *EXPERIMENTAL PROGRAMS/ *GRADE 10/ GROUP INSTRUCTION/ *HUMANITIES/ SPECIALISTS/ *WORLD HISTORY

A NEW WORLD HISTORY CURRICULUM, CORRELATED WITH THE HUMANITIES, WILL BE USED TO TEACH AN EXPERIMENTAL GROUP OF HIGH SCHOOL STUDENTS. A CONTROL GROUP WILL RECEIVE TRADITIONAL INSTRUCTION. ALL STUDENTS WILL BE GIVEN REGULAR CLASSROOM INSTRUCTION BY HISTORY TEACHERS 4 DAYS PER WEEK. ON THE FIFTH DAY STUDENTS IN THE EXPERIMENTAL GROUP WILL RECEIVE LARGE-GROUP INSTRUCTION FROM OTHER TEACHERS IN THE HUMANITIES, INCLUDING CREATIVE ARTS, SCIENCE, LITERATURE, AND DRAMA. PROFESSIONAL PERSONS FROM THE PERFORMING ARTS AND OTHER AREAS WILL ALSO PARTICIPATE IN THE LARGE-GROUP SESSIONS AND SUCH AUDIOVISUAL AIDS AS FILMS, FILMSTRIPS, AND RECORDINGS WILL BE USED. WORLD HISTORY TEACHERS WILL BE GIVEN INSERVICE TRAINING TO COORDINATE WORLD HISTORY WITH THE HUMANITIES. DIFFERENCES IN THE PERFORMANCES OF TEACHERS AND IN THE PERFORMANCES BY STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUPS WILL BE COMPARED. MAN'S EXTENSION OF HIMSELF AND HIS EXPRESSIONS OF HIS FEELINGS TOWARD HIMSELF AND OTHERS AS REVEALED THROUGH THE HUMANITIES WILL BE AN INTEGRAL PART OF THE EXPERIMENTAL WORLD HISTORY PROGRAM. APPROXIMATELY 300 PUBLIC SCHOOL 10TH GRADERS WILL PARTICIPATE. FOR FURTHER INFORMATION, CONTACT CHARLES G. WILLIAMS, DIRECTOR FEDERAL PROJECT P.L. 89-10, 1616 RICHLAND ST., COLUMBIA, SOUTH CAROLINA 29201. (803) 254-7986. (JE)

251

ES000899
COOPERATIVE PROGRAM FOR CULTURAL ENRICHMENT THROUGH STUDY OF LATIN AMERICA BY STUDENTS IN INTERMEDIATE GRADES IN ISOLATED RURAL COMMUNITIES IN KANSAS
KANS., COUNCIL GROVE, UNIFIED SCHOOL DISTRICT 41
DPSC-66-1826

/ CULTURAL ENRICHMENT/ *FOREIGN CULTURE/ *GRADE 6/ *LATIN AMERICAN CULTURE/ *MOBILE EDUCATIONAL SERVICES

AN ENRICHMENT PROGRAM ON LATIN AMERICAN CULTURE WILL BE INSTITUTED IN SEVEN COUNTIES. A MOBILE UNIT WILL BE PURCHASED AND EQUIPPED TO BRING MATERIALS TO ALL SCHOOLS. THE MOBILE UNIT WILL INCLUDE A VIDEO-TAPE MACHINE, TAPE RECORDERS, OVERHEAD PROJECTORS, ILLUSTRATED BOOKS, AND BOXES OF REALIA MATERIAL. BY USING AUDIOVISUAL MATERIALS, THE STUDENTS SHOULD GAIN A GREATER UNDERSTANDING OF THE LANGUAGE, GEOGRAPHY, AND CULTURE OF LATIN AMERICA. STUDENTS WILL BE ENCOURAGED TO WRITE STORIES ABOUT THE COUNTRIES AND EACH SCHOOL WILL PRESENT A LATIN AMERICAN FIESTA TO WHICH PARENTS WILL BE INVITED. APPROXIMATELY 2,190 STUDENTS ARE ENROLLED IN THE ELEMENTARY SCHOOLS, LOCATED IN A RURAL AREA. FOR FURTHER INFORMATION, CONTACT OTIS N. HENDERSON, SUPERINTENDENT, UNIFIED SCHOOL DISTRICT 417, COUNCIL GROVE, KANSAS 66846. (316) 767-5092. (JE)

252

ES001220
OPERATIONAL LEARNING.
CALIF., EAGLE MOUNTAIN, DESERT CENTER UNF SCH DIS
DPSC-67-4161

/ CITIZENSHIP/ *DECISION MAKING SKILLS/ ECONOMICS/ *FOREIGN RELATIONS/ GAMES/ HUMAN RELATIONS/ INTERDISCIPLINARY APPROACH/ MODELS/ POLITICAL SCIENCE/ *SIMULATION/ SOCIAL STUDIES/ *STUDENT DEVELOPMENT/ *WORLD AFFAIRS

SIMULATION AND GAMES WILL BE EMPHASIZED AS A CENTRAL CURRICULUM ELEMENT IN AN OPERATIONAL LEARNING PROGRAM TO ENHANCE STUDENT DECISIONMAKING. DURING PHASE I AN INTER-NATION SIMULATION (INS) TECHNIQUE, WHICH WAS DEVELOPED BY THE WESTERN BEHAVIORAL SCIENCES INSTITUTE, WILL BE INTRODUCED INTO LOCAL SECONDARY SCHOOLS. AN INTERDISCIPLINARY APPROACH, MULTIMEDIA INSTRUCTION, CONTINUOUS PROGRESS, AND FLEXIBLE SCHEDULING WILL BE EMPLOYED. THE POLITICAL AND ECONOMIC INTERRELATIONSHIPS BETWEEN FIVE SIMULATED NATIONS WILL BE DEVELOPED IN SOCIAL STUDIES, BUSINESS EDUCATION, AND COMPUTER MATHEMATICS CLASSES. STUDENTS WILL PARTICIPATE AS MEMBERS OF VARIOUS GOVERNMENTS AND WILL MAKE CONTINUOUS DECISIONS TO DETERMINE THE COURSE OF WORLD PEACE AND PROSPERITY. DECISIONS IN THE MANIPULATION OF ECONOMIC GOODS, FINANCIAL RESOURCES, AND MONETARY SYSTEMS WILL BE BASED ON INFORMATION OBTAINED SOLELY FROM A DAILY NEWSPAPER WHICH WILL BE WRITTEN AND PUBLISHED BY STUDENTS WITHIN A 2-HOUR PERIOD AS PART OF

THE EDUCATIONAL EXPERIENCE. FOLLOWING AN INTERVAL OF 3 OR 4 WORLD-DAYS, STUDENT PARTICIPANTS WILL SUSPEND THE SIMULATION AND HOLD A CRITIQUE TO DEVELOP AN UNDERSTANDING OF WHAT HAPPENED AND WHY. STUDENTS WILL BE INVOLVED IN THE SELECTION AND ALTERATION OF EXISTING SIMULATIONS AND LATER, IN THE INVENTION OF NEW AND APPROPRIATE SIMULATIONS AND GAMES AND IN THE DEVELOPMENT AND PROGRAMING OF THEIR OWN INSTRUCTION. PRE- AND POST-PROGRAM ANALYSIS WILL BE MADE OF STUDENT IMPROVEMENT IN ACADEMIC ACHIEVEMENT, COMMUNICATION SKILLS, ATTITUDES, EFFECTIVE CITIZENSHIP, AND CRITICAL INFERENCE. APPROXIMATELY 2,481 STUDENTS IN GRADES K-12 WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT OTIS MALLORY, P.O. BOX 475, EAGLE MOUNTAIN, CALIFORNIA 92241. (714) 392-4277. (MC)

253

ES001229
CULTURAL LANGUAGE ACTIVITY SUMMER SCHOOL.
MASS., SPRINGFIELD, PUBLIC SCHOOL
DPSC-67-4379

/ FOREIGN CULTURE/ *FRENCH/ *GERMAN/ LITERATURE/ *SPANISH/ *SUMMER SCHOOLS/ *TALENTED STUDENTS/ TEACHER AIDES

A SUMMER SCHOOL WILL OFFER 8 WEEKS OF CONCENTRATED STUDY IN FRENCH, SPANISH, AND GERMAN TO TALENTED STUDENTS IN GRADES 7-12. THE STUDENTS WILL SPEND 4 HOURS PER DAY IN AN ENVIRONMENT WHICH DUPLICATES AS CLOSELY AS POSSIBLE THE ACTUAL LIFE IN THE COUNTRY OF THE TARGET LANGUAGE. NATIVE TEACHER AIDES AND TEACHERS WITH NATIVE PRONUNCIATION WILL BE EMPLOYED. THREE LEVELS OF EACH LANGUAGE WILL BE OFFERED. THE TARGET LANGUAGE WILL BE SPOKEN AT ALL TIMES. FOREIGN VISITORS, CONSULTANTS, AND MEMBERS OF LOCAL ETHNIC GROUPS WILL PARTICIPATE OCCASIONALLY. FOREIGN NEWSPAPERS FEATURE FILMS, REALIA, A LANGUAGE LABORATORY, AND OTHER MEDIA WILL BE USED TO STUDY THE LANGUAGE, LITERATURE, AND CULTURE OF THE FOREIGN COUNTRY. STUDENTS WILL BE SELECTED ON THE BASIS OF RECOMMENDATIONS AND TESTS. APPROXIMATELY 360 STUDENTS AND 24 STAFF MEMBERS FROM PUBLIC AND NONPUBLIC SCHOOLS WILL BE INVOLVED. FOR FURTHER INFORMATION, CONTACT GERHARD M. WILKE, 195 STATE ST., SPRINGFIELD, MASSACHUSETTS 01103. (413) 733-2132. (JE)

254

ES001231
INGHAM COUNTY EDUCATIONAL EXCHANGE PROGRAM IN WORLD UNDERSTANDING AND COMPARATIVE CULTURES.
MICH., MASON, INGHAM INTERMEDIATE BOARD OF EDU
DPSC-67-3741

/ *CULTURAL AWARENESS/ EDUCATIONAL RESOURCES/ ENRICHMENT ACTIVITIES/ *FLEXIBLE SCHEDULING/ *FOREIGN CULTURE/ *GRADE 11/ *GRADE 12/ HUMANITIES/ INTERCULTURAL PROGRAMS/ *SCHOOL COMMUNITY PROGRAMS/ *TALENTED STUDENTS/ TEAM TEACHING

A COMPREHENSIVE PROGRAM WILL BE OFFERED TO TEACHERS AND HIGH SCHOOL

STUDENTS, BOTH PUBLIC AND PAROCHIAL, IN THE STUDY OF COMPARATIVE CULTURES. STUDENTS WILL BE SELECTED FROM FIVE HIGH SCHOOLS IN THE COUNTY. EMPHASIS WILL BE PLACED ON COGNITION OF THE NON-WESTERN WORLD. THE PROGRAM WILL INVOLVE EXTENSIVE USE OF THE CULTURAL RESOURCES OF THE METROPOLITAN AREA AND WILL UTILIZE THE FACILITIES OF THE NEARBY STATE UNIVERSITY. THE STUDENTS WILL BE EXPOSED TO STUDENTS OF DIFFERING BACKGROUNDS FROM HIGH SCHOOLS OTHER THAN THEIR OWN, AND THEY WILL HAVE REGULAR CONTACTS WITH FOREIGN STUDENTS AT THE UNIVERSITY. INSTRUCTIONAL MATERIAL WILL BE SELECTED FROM APPROPRIATE PAPERBACKS, PERIODICALS, AND FILMS, WITH SPECIAL EMPHASIS ON THE UTILIZATION OF THE COLLECTIONS OF THE STATE UNIVERSITY. ALSO, FILMS PRODUCED BY VARIOUS FOREIGN GOVERNMENTS WILL BE OBTAINED FROM THE PARTICULAR EMBASSIES. THIS PROGRAM WILL BE CONDUCTED BY AN INTERSCHOOL TEACHING TEAM CONSISTING OF ONE FULL-TIME TEACHER AND THREE HALF-TIME TEACHERS AND WILL BE OFFERED TO 250 SELECTED JUNIORS AND SENIORS. THEY WILL MEET EVERY AFTERNOON DURING THE REGULAR SCHOOL YEAR FOR A FLEXIBLY-SCHEDULED BLOCK TIME PERIOD. FOR FURTHER INFORMATION, CONTACT ROBERT L. SLOCUM, 147 WEST MAPLE ST., MASON, MICHIGAN 48854. (517) 677-3481. (DEC)

255

ES001328
PUPIL RESOURCE PROJECT IN ASIAN-AFRICAN STUDIES.
N.Y., WHITE PLAINS, CITY SCHOOL DISTRIC
DPSC-67-3928

/ *AFRICAN CULTURE/ *ASIAN HISTORY/ CROSS CULTURAL TRAINING/ *FIELD EXPERIENCE PROGRAMS/ *GIFTED/ *GRADE 9/ *GRADE 12/ HISTORY/ HUMAN RESOURCES/ *INTERDISCIPLINARY APPROACH/ STUDENT LEADERSHIP/ SUMMER PROGRAMS

AN ELECTIVE COURSE IN ASIAN AND AFRICAN STUDIES WILL BE OFFERED TO 12TH-GRADE STUDENTS. EMPHASIS WILL BE PLACED UPON INTERNATIONAL UNDERSTANDING THROUGH THE IDENTIFICATION OF THE PRINCIPLES AND VALUES OF MAN IN ASIAN, AFRICAN, AND AMERICAN CULTURES. THE INTERDISCIPLINARY APPROACH WILL BE USED THROUGHOUT THE COURSE. IN ADDITION, 20 GIFTED STUDENTS WILL BE SELECTED FROM BOTH PUBLIC AND NONPUBLIC SCHOOLS TO SERVE AS RESOURCE PERSONNEL FOR THE COURSE. THESE GIFTED STUDENTS WILL LEAD LARGE GROUP DISCUSSIONS AND SEMINAR GROUPS. THE POSSIBILITY OF TRAVEL-STUDY FOR THESE GIFTED STUDENTS WILL BE EXPLORED. SATURDAY MORNINGS AND SUMMER SESSIONS WILL BE USED FOR FIELD TRIPS. HUMAN RESOURCES, SUCH AS INDIVIDUALS WITHIN THE COMMUNITY WHO HAVE TRAVELED OR LIVED IN ASIA AND AFRICA, PEACE CORPS RETURNEES, AND EXPERTS FROM ALL SOCIAL SCIENCE DISCIPLINES, WILL BE USED. THE NINTH GRADE CURRICULUM WILL ALSO BE ENRICHED BY GREATER CONCENTRATION ON ASIAN AND AFRICAN STUDIES. THE PROGRAM WILL COVER ONE SUBURBAN COUNTY WITH ONE SCHOOL DISTRICT. APPROXIMATELY 6,245 PUBLIC AND NONPUBLIC HIGH SCHOOL STUDENTS WILL PARTICIPATE. FOR FURTHER INFORMATION, CONTACT CARROLL F. JOHNSON, SUPERINTENDENT OF SCHOOLS, 5 HOMESIDE LANE, WHITE PLAINS, NEW YORK 10605. (914) 946-4200. (DC)

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ES001623
PARSIPPANY HIGH SCHOOL ASIAN AND CRITICAL LANGUAGE RESOURCE CENTER.
N.J., PARSIPPANY, PARSIPPANY-TROY HILLS BD OF EDU
DPSC-67-4264

/ *ASIAN HISTORY/ *CHINESE/ *CULTURAL BACKGROUND/ DEMONSTRATION PROGRAMS/ INSTRUCTIONAL MATERIALS/ *JAPANESE/ LANGUAGE INSTRUCTION/ *RESOURCE CENTERS/ *RUSSIAN/ TEACHING METHODS

SECONDARY SCHOOL INSTRUCTION IN ASIAN LANGUAGES AND CULTURES WILL BE SUPPLEMENTED THROUGH THE SERVICES OF A CULTURAL RESOURCE CENTER ESTABLISHED IN A LOCAL HIGH SCHOOL. DEMONSTRATIONS WILL BE CONDUCTED IN METHODS OF TEACHING CHINESE, JAPANESE, AND RUSSIAN. AN INTENSIVE STUDY PROGRAM WILL BE INSTITUTED ON THE CULTURES THAT HAVE PRODUCED THE LANGUAGES. THE STUDENT WILL BE ALLOWED TO WORK AT HIS OPTIMUM ABILITY LEVEL IN INDIVIDUAL OR SMALL GROUP STUDY. IN ADDITION TO ORTHODOX ORAL-AURAL TECHNIQUES, METHODOLOGY DERIVED FROM CONTRASTIVE LINGUISTICS, AND ITS EXPLORATION OF CULTURE BONDS IN LANGUAGE LEARNING, WILL BE APPLIED. AT LEAST 2 HOURS OF DAILY INSTRUCTION WILL BE PROVIDED WITHIN A FLEXIBLE MODIFIED-CORE PROGRAM. ADVANCED STUDENTS WILL HAVE AN OPPORTUNITY TO REINFORCE THEIR KNOWLEDGE BY ACTING IN THE CAPACITY OF DRILL MASTERS, ASSISTING OTHER STUDENTS TO ATTAIN THEIR OPTIMUM LEVEL. STUDENTS FROM OTHER PARTICIPATING SCHOOLS WILL HAVE THE USE OF ALL FACILITIES OF THE CENTER, EITHER ON RELEASED TIME OR AFTER SCHOOL HOURS. REGULARLY SCHEDULED BUS SERVICE WILL BE PROVIDED. MATERIALS FROM THE CENTER WILL BE AVAILABLE ON A LOAN BASIS. CONSULTANT AND STUDY UNIT PLANNING SERVICES WILL BE PROVICED BY THE CENTER DIRECTOR. FIELD TRIPS WILL BE SCHEDULED TO MUSEUMS AND ASIAN ART GALLERIES. APPROXIMATELY 2,150 PUBLIC AND NONPUBLIC SCHOOL STUDENTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT MR. JOHN RADEL OR MRS. ELEANOR RUEBLING, PARSIPPANY HIGH SCHOOL, VAIL AND BALDWIN RDS., PARSIPPANY, NEW JERSEY 07054. (201) 334-6300. (MC)

257

ES001659
PROJECT FOR PROMOTING INTERNATIONAL UNDERSTANDING OF LATIN AMERICA IN PUBLIC SCHOOLS THROUGH TELEVISION.
TEX., HOUSTON, CYPRESS-FAIRBANKS INDEPEND SCH DIS
DPSC-67-3842

/ AMERICAN CULTURE/ *ATTITUDE TESTS/ *CROSS CULTURAL TRAINING/ *EDUCATIONAL TELEVISION/ INSERVICE TEACHER EDUCATION/ INTERAGENCY PLANNING/ *SOCIAL STUDIES/ *SPANISH CULTURE

EDUCATIONAL TELEVISION WILL BE USED TO FOSTER A GREATER UNDERSTANDING OF LATIN AMERICAN PEOPLES AND CULTURE IN A 23-COUNTY AREA NEAR THE MEXICAN BORDER. THE TELELECTURE SERIES WILL SUPPLEMENT THE SOCIAL STUDIES PROGRAM AT ALL GRADE LEVELS AND WILL EMPHASIZE INTERNATIONAL UNDERSTANDING AND COOPERATION. A QUALIFIED LATIN AMERICAN EDUCATOR WILL BE EMPLOYED TO ASSIST IN PROGRAM DEVELOPMENT TO

ASSURE THAT LATIN AMERICAN INFLUENCE IS PRESENTED SYMPATHETICALLY AND ACCURATELY. THE PROGRAM WILL BE USED AS A BASIS FOR EDUCATIONAL RESEARCH TO OBJECTIVELY DOCUMENT THE EFFECTIVENESS OF TELEVISION IN BRINGING ABOUT DESIRABLE ATTITUDINAL CHANGES IN TEACHERS AND PUPILS. SUCH ORGANIZATIONS AS THE INTERNATIONAL GOOD NEIGHBOR COUNCIL AND THE LEAGUE OF UNITED LATIN AMERICAN CITIZENS WILL BE INCLUDED IN THE PLANNING. THE PROGRAM SHOULD SERVE AS A MODEL FOR PARALLEL PROJECTS IN LATIN AMERICAN COUNTRIES TO INCREASE UNDERSTANDING OF THE UNITED STATES, ITS PEOPLES, AND ITS CULTURE. INSERVICE TEACHER EDUCATION WILL BE STRESSED, SINCE MANY TEACHERS HAVE VERY LIMITED PREPARATION IN RELATION TO LATIN AMERICAN CULTURE. THE PLANNING PHASE WILL INCLUDE THREE TELEVISION PROGRAMS. APPROXIMATELY 390,510 PUBLIC AND NONPUBLIC SCHOOL STUDENTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT MRS. DOROTHY SINCLAIR, COORDINATING DIRECTOR, GULF REGION EDUCATIONAL TELEVISION AFFILIATES, UNIVERSITY OF HOUSTON, 4513 CULLEN BLVD., HOUSTON, TEXAS 77004. (713) 224-0763. (DC)

258

ES001727
INTER-AMERICAN EDUCATIONAL CENTER.
TEX., SAN ANTONIO, INDEPENDENT SCHOOL DISTRIC
DPSC-67-4427

/ BEHAVIORAL SCIENCES/ COMPUTER ORIENTED PROGRAMS/ *CROSS CULTURAL TRAINING/ CURRICULUM DEVELOPMENT/ *INDIVIDUALIZED CURRICULUM/ INSTRUCTIONAL MATERIALS/ *MEXICAN AMERICANS/ SCHOOL DESIGN/ *SELF CONCEPT/ *URBAN EDUCATION

AN INDIVIDUALIZED INSTRUCTIONAL SYSTEM FOR NURSERY THROUGH ELEMENTARY EDUCATION WILL BE DESIGNED FOR A METROPOLITAN AREA WITH A LARGE PERCENTAGE OF MEXICAN-AMERICAN STUDENTS. FOUR REPRESENTATIVE ELEMENTARY SCHOOLS WILL BE DESIGNED AS SATELLITE SCHOOLS OF TOMORROW. MODULAR ACTIVITY PACKAGES WILL BE DEVELOPED TO PROVIDE INDIVIDUALLY PRESCRIBED INSTRUCTION FOR MEXICAN-AMERICAN AND ANGLO STUDENTS. FLEXIBLE ORGANIZATIONAL PATTERNS WILL BE DESIGNED. A HUMAN THEORY MANAGEMENT SYSTEM/STRUCTURE FOR INTERPERSONAL RELATIONS WILL BE INSTITUTED, CONSISTENT WITH MODERN THEORY AND RESEARCH IN THE BEHAVIORAL SCIENCES. CREATIVE APPLICATIONS OF COMPUTER TECHNOLOGY FOR EDUCATIONAL DATA PROCESSING WILL BE STUDIED. A COMPREHENSIVE SYSTEM FOR CLIENT-CONTROLLED RETRIEVAL OF INSTRUCTIONAL MATERIALS WILL BE ESTABLISHED. A BASIC ARCHITECTURAL DESIGN FOR FLEXIBLE SCHOOL FACILITIES WILL BE DEVELOPED. PROJECT STAFF WILL ASSURE THAT THE COMPREHENSIVE, ORGANIC SYSTEM IS THOROUGHLY CROSS CULTURAL IN EMPHASIS. EXTENSIVE COOPERATION WITH OTHER TITLE III CENTERS AND TITLE IV REGIONAL LABORATORIES WILL BE PLANNED. THE PROGRAM WILL BE FOCUSED UPON THE DEVELOPMENT OF A HEALTHY SELF-CONCEPT AMONG ALL STUDENTS, AND PARTICULARLY AMONG MEXICAN-AMERICAN CHILDREN. APPROXIMATELY 211,963 STUDENTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT DR. DWAIN M. ESTES, 2525 TOWER LIFE BLDG., SAN ANTONIO, TEXAS 78205. (512) 225-3021. (DC)

259

ES001767
FREDERICK COUNTY CULTURAL PROGRAM.
MD., FREDERICK, COUNTY BOARD OF EDUCATIO
DPSC-67-4724

/ *CULTURAL ENRICHMENT/ *CURRICULUM DEVELOPMENT/ *DANCE/ FIELD TRIPS / *FOREIGN CULTURE/ *MUSIC

CULTURAL ENRICHMENT WILL BE BROUGHT TO STUDENTS IN A DISADVANTAGED RURAL AREA. EMPHASIS WILL BE PLACED UPON THE CLOSE COORDINATION OF THE CULTURAL PROGRAMS WITH THE TOTAL CURRICULUM OF THE SCHOOL SYSTEM, SO THAT THE CULTURAL EXPERIENCES WILL NOT BECOME ISOLATED INCIDENTS WITH LITTLE IMPACT ON THE STUDENTS. A BALANCE AMONG THE VARIOUS ART FORMS WILL BE MAINTAINED. PROGRAMS TO BE PRESENTED WILL INCLUDE--(1) SONGS AND STORIES OF THE AMERICAN INDIAN, (2) KOREAN FOLK DANCES, (3) BALLET PRESENTATIONS AND DEMONSTRATION OF BASIC STEPS, (4) MUSICAL PRESENTATIONS-FEATURING A PERCUSSION GROUP, A GUITARIST, STORIES SET TO MUSIC, AND PIANO AND WOODWIND CONCERTS, AND (5) MARIONETTE PRESENTATIONS. CULTURES OF FOREIGN COUNTRIES WILL BE PRESENTED BY AMBASSADORS' WIVES. INTENSIVE CLASSROOM PREPARATION IN THE HISTORY AND CUSTOMS OF THE COUNTRY WILL PRECEDE THE PRESENTATION. OPERA WORKSHOPS FOR STUDENTS WILL BE CONSIDERED. BOTH SCHOOL PRESENTATIONS AND FIELD TRIPS WILL BE OFFERED. RETIRED TEACHERS WILL AID IN THE DEVELOPMENT OF SPECIFIC MATERIALS FOR USE BY TEACHERS IN THE CLASSROOM. APPROXIMATELY 19,553 PUBLIC AND NONPUBLIC SCHOOL STUDENTS, GRADES 1-12, WILL BE SERVED. FOR FURTHER INFORMATION CONTACT ROBERT L. PITTS, 115 EAST CHURCH ST., FREDERICK, MARYLAND 21701. (301) 662-4191. (DC)

260

ES001874
ACADEMIC CENTER FOR LATIN AMERICAN STUDIES.
N. C., GREENVILLE, CITY BOARD OF EDUCATIO
DPSC-67-3035

/ CULTURAL AWARENESS/ *INTERNATIONAL EDUCATION/ *SECOND LANGUAGE LEARNING/ *SPANISH/ *SPANISH CULTURE/ *SUMMER PROGRAMS

AN ACADEMIC CENTER FOR LATIN AMERICAN STUDIES WILL BE ESTABLISHED IN AN URBAN/RURAL AREA. A SUMMER PROGRAM WILL BE DEVELOPED FOR SECONDARY STUDENTS WHO HAVE HAD 3-4 YEARS OF SPANISH INSTRUCTION. THE SUMMER INSTITUTE WILL BE PATTERNED AFTER THE NATIONALLY RECOGNIZED LANGUAGE INSTITUTE AT MIDDLEBURY COLLEGE, VERMONT. STUDENTS WILL BE HOUSED IN A NEARBY COLLEGE AND WILL NOT BE PERMITTED TO SPEAK ENGLISH DURING THE PERIOD OF RESIDENCE. THE INSTITUTE WILL BECOME A CULTURAL ISLAND--NO RADIOS OR TELEVISION WILL BE PERMITTED, NEWS ITEMS WILL BE READ EACH DAY BY A STAFF MEMBER IN SPANISH, AND SOME EVENINGS WILL BE DEVOTED TO SONGS AND DANCES OF LATIN AMERICAN ORIGIN. THE SPANISH-LANGUAGE CURRICULUM WILL BE PLANNED TO SERVE AS A LINK BETWEEN HIGH SCHOOL SPANISH AND COLLEGE AREA STUDIES. STUDIES WILL INCLUDE--(1) LATIN

AMERICAN GOVERNMENTS, (2) CONTEMPORARY DIPLOMATIC PROBLEMS, (3) LATIN AMERICAN GEOGRAPHY, CIVILIZATION, AND LITERATURE, (4) ARTS, EMPHASIZING GREAT WORKS OF LATIN AMERICAN AND PRE-COLUMBIAN ARTISTS, (5) LANGUAGE AND COMPOSITION, INCLUDING PUBLIC SPEAKING IN SPANISH, (6) SMALL GROUP CONFERENCES, IN WHICH STUDENTS WILL DISCUSS RECENT CLASSES AND PARTICIPATE IN MAKE-BELIEVE DIPLOMATIC IMPASSES. ONE 30-MINUTE PERIOD PER WEEK WILL BE RESERVED FOR EACH PARTICIPANT TO CONVERSE WITH A STAFF MEMBER ON TOPICS OF THEIR CHOICE. VISTING DIPLOMATIC PERSONNEL AND BUSINESSMEN FROM LATIN AMERICA WILL BE INVITED TO GIVE GUEST LECTURES. APPROXIMATELY 54 SECONDARY STUDENTS WILL PARTICIPATE IN THE INITIAL PROGRAM. FOR FURTHER INFORMATION, CONTACT ROBERT R. MORRISON, C/O DEPT. OF FOREIGN LANGUAGE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA 27834. (919) 758-3426. (DC)

261

ES001920
CHINESE-RUSSIAN STUDY CENTER, TOLEDO PUBLIC SCHOOLS.
OHIO, TOLEDO, CITY SCHOOL DISTRIC
DPSC-67-3357

/ *AUDIOLINGUAL METHODS/ *CULTURAL CENTERS/ *MANDARIN CHINESE/ *RUSSIAN/ *SECOND LANGUAGE LEARNING

A SINO-SOVIET STUDY CENTER WILL BE ESTABLISHED IN AN URBAN AREA. BOTH RUSSIAN AND CHINESE LANGUAGE INSTRUCTION WILL BE OFFERED IN 3-YEAR SEQUENCES. A CONCURRENT COURSE WILL BE DEVELOPED IN RUSSIAN HISTORY FROM THE MIDDLE AGES TO THE PRESENT DATE. ALL LANGUAGE INSTRUCTION WILL UTILIZE THE AUDIOLINGUAL METHOD, AND EXTENSIVE USE OF A LANGUAGE LABORATORY WILL BE PLANNED. FIRST-YEAR STUDENTS OF CHINESE WILL CONCENTRATE ON DIALOGUE, PHONOLOGY, VOCABULARY, AND GRAMMAR, WITH A ROMANIZED TEXT INITIATED AFTER SEVERAL MONTHS OF STRICT AUDIOLINGUAL INSTRUCTION. EMPHASIS WILL BE PLACED UPON LEARNING ALL WORDS WITHIN THEIR USE CONTEXT. MANDARIN CHINESE WILL BE USED. THE COURSE APPROACH WILL BE INTERDISCIPLINARY, SO THAT STUDENTS MAY BECOME ACQUAINTED WITH CHINESE CUSTOMS AND CULTURE. SONGS, POEMS, FILMS, AND SLIDES WILL BE USED AS ENRICHMENT MATERIALS. THE 3-YEAR COURSE IN RUSSIAN LANGUAGE WILL ALSO STRESS ORAL COMPREHENSION. STUDENTS WILL BE CONSTANTLY EXPOSED TO NATIVE SPEAKERS, EITHER IN PERSON OR THROUGH RECORDINGS. AT THE INTERMEDIATE LEVELS, SHORT STORIES IN DIALOGUE FORM WILL BE PRESENTED AGAINST THE FAMILIAR AMERICAN BACKGROUND AND THEN SHIFTED TO A CONTEMPORARY RUSSIAN ENVIRONMENT. SCIENTIFIC RUSSIAN WILL BE OFFERED TO THIRD-YEAR STUDENTS. THE CENTER WILL BE HOUSED IN A PRE-WORLD WAR I BUILDING WHICH WAS DESIGNED TO RESEMBLE THE LOUVRE, AND WHICH, AFTER EXTENSIVE INTERIOR REMODELING, SHOULD CONTRIBUTE SUBSTANTIALLY TO CITY BEAUTIFICATION. APPROXIMATELY 47,883 STUDENTS AND ADULTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT LEE R. MC MURRIN, ASSISTANT SUPERINTENDENT, MANHATTAN AND ELM STS., TOLEDO, OHIO 43608. (419) [illegible] (DC)

262

ES002082
DEVELOPING INTERCULTURAL UNDERSTANDING.
PA., PITTSBURGH, ALLEGHENY COUNTY BD SCH DI
DPSC-68-5188

/ CULTURAL ENRICHMENT/ *CURRICULUM DEVELOPMENT/ *DEMOCRACY/ *INDIVIDUALIZED CURRICULUM/ *INTERCULTURAL PROGRAMS/ *SOCIAL STUDIES/ STUDENT MOTIVATION

A SOCIAL STUDIES/WORLD CULTURES CURRICULUM WILL BE DEVELOPED TO PROMOTE INTERCULTURAL UNDERSTANDING. STATED IN HUMAN BEHAVIORAL TERMS, THE CURRICULUM WILL ATTEMPT TO--(1) HELP STUDENTS DEVELOP MODES OF INQUIRY AND SUBSTANTIVE UNDERSTANDING WHICH WILL ENABLE THEM TO THINK MORE CRITICALLY AND CREATIVELY ABOUT THE WORLD IN WHICH THEY LIVE, (2) HELP STUDENTS ATTAIN AN EMOTIONAL IDENTIFICATION WITH THE IDEALS AND VALUES THAT GUIDE THE LIVES OF MEN IN A DEMOCRATIC SOCIETY, AND (3) ENABLE LEARNERS TO ANTICIPATE CHANGE AND TO MOLD DESIRABLE BEHAVIORS. THE PROGRAM WILL UTILIZE A FOUR-PRONGED APPROACH TO IMPLEMENT THE NEW CURRICULUM--(1) TEACHER EDUCATION, (2) STUDENT MOTIVATION, (3) INDIVIDUALIZATION OF INSTRUCTION, AND (4) SELECTION AND DEVELOPMENT OF MATERIALS NECESSARY TO PROVIDE MEANINGFUL LEARNING EXPERIENCES. APPROXIMATELY 2,150 STUDENTS, GRADES 7-12, WILL BE SERVED INITIALLY. FOR FURTHER INFORMATION, CONTACT MELVIN H. SAMUELS, 345 COUNTY OFFICE BUILDING, PITTSBURGH, PENNSYLVANIA 15219. (412) 471-8770. (SP)

263

ES002099
MODERN FOREIGN LANGUAGE SUMMER CAMPS.
IDAHO, HAILEY, BLAINE COUNTY SCHOOL DISTRICT 6
DPSC-68-5212

/ ART EDUCATION/ CULTURAL ENRICHMENT/ *FRENCH/ *GERMAN/ INSTITUTES (TRAINING PROGRAMS)/ LANGUAGE/ *LANGUAGE INSTRUCTION/ LANGUAGE TESTS/ *SPANISH/ STATE PROGRAMS/ *SUMMER PROGRAMS/ TEACHER AIDES

FOREIGN LANGUAGE AND ART SUMMER CAMPS WILL BE ESTABLISHED IN A RURAL STATE. THESE CAMPS WILL ATTEMPT TO--(1) DECREASE THE DROPOUT RATE BETWEEN LEVEL 1 AND LEVEL 2 IN MODERN FOREIGN LANGUAGES (FRENCH, SPANISH, AND GERMAN), (2) SUPPLEMENT THE MINIMAL FOREIGN LANGUAGE OFFERINGS OF SMALL SCHOOLS, AND (3) DEVELOP CULTURAL INSIGHT AMONG STUDENTS FROM ISOLATED COMMUNITIES. THREE CAMPS OF 2 WEEKS' DURATION WILL BE PROVIDED FOR STUDENTS. SEVENTY-FIVE STUDENTS WILL ATTEND EACH CAMP. THE PARTICIPANTS WILL BE CHOSEN FROM 8TH, 9TH, OR 10TH GRADE STUDENTS WHO HAVE COMPLETED ONE YEAR OF LANGUAGE STUDY. ON THE FIRST DAY OF THE CAMPS EACH STUDENT WILL BE GIVEN THE PIMSLEUR PROFICIENCY TEST. THIS TEST WILL SERVE AS THE BASIS FOR ABILITY GROUPING WITHIN THE CLASSROOM STUDY PROGRAM. SIX TEACHERS AND FOUR TEACHER AIDES, AS WELL AS TWO NATIVE INFORMANTS, WILL BE EMPLOYED. ALL STAFF MEMBERS WILL BE QUALIFIED FOREIGN LANGUAGE TEACHERS WITH AT LEAST 3 YEARS

TEACHING EXPERIENCE. TEACHER CANDIDATES MAJORING IN A FOREIGN LANGUAGE WILL BE CHOSEN AS AIDES. THE NATIVE INFORMANTS WILL BE OBTAINED FROM THE AMITY INSTITUTE IN CALIFORNIA. FOR THE 2-WEEK ART CAMP, A MASTER TEACHER FROM A LOCAL COLLEGE PLUS FOUR INSTRUCTORS, WILL BE EMPLOYED. SPECIAL FEATURES OF THE PROPOSED CAMPS WILL INCLUDE--(1) AT LEAST THREE HOURS A DAY OF CONCENTRATED FORMAL CLASSROOM STUDY, (2) GAMES, CRAFTS, MUSIC, AND RELATED ACTIVITIES TO WIDEN THE STUDENTS' CULTURAL HORIZONS, AND (3) A STORE STOCKED WITH ITEMS NATIVE TO THE COUNTRIES WHERE THE LANGUAGE IS SPOKEN, AND A BANK AND POST OFFICE. FOR FURTHER INFORMATION, CONTACT VERNON EXNER, 111 EAST CROY, HAILEY, IDAHO 83333. (208) 788-2296. (SP)

264

ES002102
CENTER FOR THE STUDY OF INDIA.
IND., NEW ALBANY, NEW ALBANY-FLOYD COUNTY SCH COR
DPSC-68-5346

/ ART/ COMMUNITY RESOURCES/ *CROSS CULTURAL TRAINING/ HUMANITIES/ *INTERDISCIPLINARY APPROACH/ *INTERNATIONAL EDUCATION/ MUSIC/ *REALIA/ *SOCIAL STUDIES/ TEACHER WORKSHOPS

AN INTERDISCIPLINARY APPROACH TO THE STUDY OF INDIA WILL BE OFFERED TO STUDENTS IN A METROPOLITAN AREA. EMPHASIS WILL BE PLACED UPON DEVELOPING CROSS-CULTURAL UNDERSTANDINGS AMONG ALL ELEMENTARY AND SECONDARY STUDENTS. INITIAL SUMMER WORKSHOPS WILL BE CONDUCTED FOR TEACHERS IN THE AREAS OF SOCIAL STUDIES AND ART. DURING THE YEAR, SOCIAL STUDIES TEACHERS WILL STRIVE TO CREATE AN UNDERSTANDING OF INDIA AS A CRADLE OF CIVILIZATION AND AS A SOCIETY IN TRANSITION WITH ATTENDANT TENSIONS. ART TEACHERS WILL PRESENT BASIC TECHNIQUES OF INDIAN HANDICRAFTS AND BATIK. INDIAN MUSICAL INSTRUMENTS, SUCH AS TABLAS AND SITARS, WILL BE USED IN INSTRUMENTAL AND CHORAL PROGRAMS. INDIAN WRITINGS WILL BE INTRODUCED INTO LITERATURE AND HUMANITIES CLASSES. ALL COMMUNITY RESOURCES WILL BE MOBILIZED FOR THE PROJECT. INDIAN NATIONALS WILL BE LOCATED TO CONDUCT INSERVICE TRAINING SESSIONS AND RELATED ACTIVITIES. THE EXPERIMENTAL ALL-INDIA ORCHESTRA WILL GIVE CONCERTS THROUGHOUT THE AREA. ORIGINAL MUSICAL COMPOSITIONS WILL BE REQUESTED FROM THE INTERNATIONAL CULTURAL CENTER IN NEW DELHI. BOOKS, ARTIFACTS, AND REALIA WILL BE SECURED FROM THE EDUCATIONAL RESOURCES CENTER, NEW DELHI. COOPERATION WITH THE PROPOSED INDO-AMERICAN FOUNDATION WILL BE PLANNED. APPROXIMATELY 29,884 STUDENTS, GRADES 1-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT ROBERT L. HOLMES, ADMINISTRATION BUILDING, 802 EAST MARKET ST., NEW ALBANY, INDIANA 47150. (812) 945-6681. (DC)

265

ES002130
TELEPHONIC SEMINAR IN FOREIGN RELATIONS.
MO., COLUMBIA, SCHOOL DISTRIC
DPSC-68-5728

/ ADULT EDUCATION/ AUDIOVISUAL AIDS/ CURRENT EVENTS/ FEDERAL GOVERNMENT/ FOREIGN RELATIONS/ *INDEPENDENT STUDY/ *POLITICAL SCIENCE/ *SEMINARS/ *SOCIAL STUDIES/ STUDENT RESEARCH/ *TELEPHONE COMMUNICATION SYSTEMS/ WORLD AFFAIRS

FOREIGN POLICY/CURRENT EVENTS SEMINARS WILL BE ARRANGED FOR HIGH SCHOOL STUDENTS THROUGH AN AMPLIFIED TELEPHONE HOOKUP TO THE DEPARTMENT OF STATE IN WASHINGTON, D.C. A SERIES OF FIVE MONTHLY SEMINARS WILL BE PLANNED. IN ADDITION, A LIVE KEYNOTE ADDRESS AND A LIVE RESUME CONCLUSION WILL BE OFFERED. THE SEMINARS WILL BE SCHEDULED IN THE EVENING IN THE HIGH SCHOOL AUDITORIUMS TO ENCOURAGE COMMUNITY ATTENDANCE. SPEAKERS WILL TALK FROM 20 TO 30 MINUTES AND WILL THEN ANSWER QUESTIONS DIRECTED FROM THE AUDIENCE. A PANORAMA OF APPROPRIATE VISUAL AIDS WILL BE ON STAGE WHILE THE AMPLIFIED LONG-DISTANCE CALL IS BEING PRESENTED. SLIDES OF THE AREA UNDER DISCUSSION WILL BE FURNISHED IN ADVANCE BY THE SPEAKER. A CORE GROUP OF 150 HIGH SCHOOL STUDENTS WILL BE CONSIDERED ACTIVE PARTICIPANTS. AS PART OF THEIR INDEPENDENT STUDY PROGRAM, CORE STUDENTS WILL CONDUCT EXTENSIVE PRESEMINAR RESEARCH ON THE AREA TO BE DISCUSSED. IN ADDITION, AN OBSERVER CORPS OF 350 STUDENTS AND ADULTS WILL PARTICIPATE IN THE SEMINARS. A SOCIAL STUDIES AND POLITICAL SCIENCE PROFESSOR FROM A NEARBY UNIVERSITY WILL DIRECT INDIVIDUALIZED STUDY, COORDINATE THE TOTAL PROGRAM, AND DIRECT STUDENT FOCUS ON THE SPEAKER'S REMARKS IN FOLLOWUP SESSIONS. APPROXIMATELY 503 STUDENTS, GRADES 7-12, AND ADULTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT CHARLES C. CAMPBELL, 1002 RANGE LINE, COLUMBIA, MISSOURI 65201. (314) 442-9133. (DC)

266

ES002335
AREA STUDY PROPOSAL - GERMANY FOCUS.
MAINE, ORONO, SCHOOL COMMITTE
DPSC-68-6429

/ *AREA STUDIES/ AUDIOLINGUAL METHODS/ *COLLEGE HIGH SCHOOL COOPERATION/ CURRICULUM DEVELOPMENT/ FOREIGN LANGUAGE FILMS/ FOREIGN LANGUAGE PERIODICALS/ *GERMAN/ INDUCTIVE METHODS/ INSTRUCTIONAL MATERIALS/ PROBLEM SOLVING/ *SOCIAL STUDIES/ TEAM TEACHING

AN AREA STUDIES CURRICULUM, FOCUSED ON THE STUDY OF GERMANY, WILL BE DEVELOPED FOR INTERESTED HIGH SCHOOL STUDENTS IN AN URBAN/RURAL AREA. EXTENSIVE COOPERATION WILL BE MAINTAINED WITH THE STATE UNIVERSITY. HIGH SCHOOL AND COLLEGE FACULTY WILL COLLECT AND ORGANIZE MATERIALS TO BE USED IN THE PROGRAM, INCLUDING CURRENT PERIODICALS AND FILMS FROM GERMANY, AUDIOVISUAL AIDS, PRIMARY DOCUMENTS, AND WORKS OF ART. AUDIOLINGUAL TECHNIQUES WILL BE USED FOR GERMAN-LANGUAGE INSTRUCTION. ALL INSTRUCTION WILL EMPHASIZE PROBLEM SOLVING AND INDUCTIVE LEARNING. INSTRUCTION WILL BEGIN WITH A CURRENT ASPECT OF MODERN GERMANY, WHICH WILL BE EXPLORED FOR CAUSES, ROOTS, AND PREDICTIONS OF THE PRESENT WHICH MAY LIE IN THE HISTORY, GEOGRAPHY, PHILOSOPHY, AND ART OF THE REGION. INSTRUCTORS OF ART, MUSIC, AND LITERATURE WILL SERVE AS MEMBERS OF THE TEACHING TEAM RESPONSIBLE FOR THE TOTAL PROGRAM, ALONG WITH INSTRUCTORS IN SOCIAL SCIENCE AND LANGUAGE. THE TEACHING TEAM

WILL INCLUDE TWO GRADUATE STUDENTS SERVING AS INTERN TEACHERS. COLLEGE FACULTY MEMBERS WILL SERVE AS CONSULTANTS TO THE SCHOOL STAFF ON METHODS OF EMPHASIZING THE PROCESS GOALS FOR STUDENTS AND WILL ALSO CONTRIBUTE TO PROGRAM CONTENT IN AREAS OF ACADEMIC SPECIALIZATION. APPROXIMATELY 50 HIGH SCHOOL STUDENTS WILL PARTICIPATE IN THE TEST PROJECT. FOR FURTHER INFORMATION, CONTACT DON E. COATES, SUPERINTENDENT OF SCHOOLS, ORONO, MAINE 04473. (207) 866-4100. (DC)

267

ES002541
PROGRAMA DE EDUCACION INTERAMERICANA.
TEX., BRYAN, INDEPENDENT SCHOOL DISTRIC
DPSC-68-5789

/ *CROSS CULTURAL TRAINING/ CURRICULUM DEVELOPMENT/ *CURRICULUM GUIDES/ FILMS/ FILMSTRIPS/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL MATERIALS / *INSTRUCTIONAL TRIPS/ *INTERNATIONAL EDUCATION/ *LATIN AMERICAN CULTURE/ PHOTOGRAPHS

INTERCULTURAL VISITS WILL BE PLANNED TO FACILITATE THE DEVELOPMENT OF AN INTERAMERICAN EDUCATION CURRICULUM FOR STUDENTS IN SELECTED SCHOOLS THROUGHOUT THE STATE. EMPHASIS WILL BE PLACED UPON CREATING AN AWARENESS OF THE NEED FOR GREATER KNOWLEDGE AND UNDERSTANDING OF ALL AMERICAN NATIONS. APPROXIMATELY 75 TEACHERS AND ADMINISTRATORS WILL BE SELECTED TO PARTICIPATE IN THE FOREIGN TRAVEL AND IN THE SUBSEQUENT DEVELOPMENT OF APPROPRIATE INSTRUCTIONAL UNITS. AN ORIENTATION SEMINAR AND AN INTENSIVE HOME STUDY PROGRAM WILL BE INSTITUTED TO REINFORCE PARTICIPANTS' KNOWLEDGE ABOUT THE COUNTRIES AND TO IMPROVE THEIR USE OF THE SPANISH LANGUAGE. FOR THE 4-WEEK GUIDED STUDY TRIPS, 15 TEAMS WILL BE FORMED, EACH COMPOSED OF 5 MEMBERS. EACH TEAM WILL VISIT ONE OF 15 AMERICAN REPUBLICS. VISITS TO CULTURAL CENTERS WILL BE PLANNED FOR TEAM MEMBERS DURING THEIR STAY IN THE COUNTRY. EACH TEAM MEMBER WILL CARRY A 35-MM STILL CAMERA, AND THE EDUCATIONAL ATTACHE MEMBER OF EACH TEAM WILL TAKE MOVING PICTURES TO BE USED AS THE BASIS FOR SINGLE-CONCEPT INSTRUCTIONAL FILMS. UPON RETURN TO THIS COUNTRY, PARTICIPANTS WILL COMPILE MONOGRAPHS CONTAINING--(1) AN OUTLINED PROGRAM OF INSTRUCTION ABOUT THE 15 COUNTRIES, (2) A BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS AND AUDIOVISUAL AIDS, AND (3) A TOPICAL DISCUSSION OF EACH COUNTRY. A SEPARATE WORKSHOP WILL BE CONDUCTED TO PREPARE AN UP-TO-DATE SYLLABUS FOR TEACHING LATIN AMERICAN HISTORY. APPROXIMATELY 439,137 STUDENTS, GRADES 1-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT EARL JONES, TEXAS A AND M UNIVERSITY, COLLEGE STATION, TEXAS 77843. (713) 846-3715. (DC)

268

ES002586
AFRICAN-ASIAN PUPIL RESOURCE PROJECT.
DPSC-68-5973
DOCUMENT NOT AVAILABLE FROM EDRS.

/ *AFRICAN AMERICAN STUDIES/ *AFRICAN CULTURE/ *ASIAN HISTORY/ CULTURAL AWARENESS/ CULTURAL BACKGROUND/ CURRICULUM DEVELOPMENT/

*VALUES
SELECTED STUDENTS AND FACULTY MEMBERS WILL CREATE A PROGRAM OF AFRICAN AND ASIAN STUDIES EMPHASIZING A COMPARISON OF THE VALUES AND CULTURE OF THESE AREAS WITH THOSE OF THE UNITED STATES. THE PROGRAM WILL FEATURE SEMINARS AND OTHER INDEPTH ACTIVITIES. PARTICIPATING STUDENTS WILL THEN SERVE AS RESOURCE PERSONS IN REGULAR CLASSROOMS. APPROXIMATELY 6,174 STUDENTS, GRADES 9-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT DONALD KUSEL, PROJECT DIRECTOR, 5 HOMESIDE LANE, WHITE PLAINS, NEW YORK 10605. (914) 946-0525. (FF)

Other

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ED003928 48
RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES. POLITICAL SCIENCE AND INTERNATIONAL RELATIONS, NO. 3.
CURRIN, BROWNLEE S.
3; NDEA-VI-56
01DEC61
OEC-SAE-8334
38P.

/ CORE COURSES/ *FOREIGN RELATIONS/ INSTRUCTIONAL MATERIALS/ *LANGUAGE DEVELOPMENT/ *MODERN LANGUAGES/ *PROFESSIONAL EDUCATION/ *PROGRAM DEVELOPMENT/ TESTING PROGRAMS
/ BALTIMORE/ MARYLAND
TRAINING AND EXAMINING TECHNIQUES WERE STUDIED TO BUILD AND UNIFY LANGUAGE AND PROFESSIONAL COMPETENCIES OF FOREIGN SERVICE TRAINEES (FOR BOTH GOVERNMENTAL AND NONGOVERNMENTAL FOREIGN OCCUPATIONS). STUDENT ASSISTANTS WERE ASSIGNED TO OPERATE RECEIVING AND RECORDING EQUIPMENT, AND TO MAINTAIN A CROSS-INDEX FILE SYSTEM TO FOREIGN LANGUAGE PERIODICALS. CONSULTANTS AND EXPERTS WERE CALLED UPON FOR SPECIAL SERVICES RANGING FROM PREPARATION OF EXAMINATION QUESTIONS AND EVALUATION OF ORAL AND WRITTEN LANGUAGE EXAMINATIONS, TO SURVEYS OF MATERIALS FOR ACQUIRING AND PROGRAMING FOREIGN LANGUAGE USE IN POLITICAL SCIENCE-INTERNATIONAL RELATIONS CLASSES. OTHER PERSONS CONSULTED INCLUDED LANGUAGE SPECIALISTS FROM THE U.S. DEPARTMENT OF STATE, THE UNITED NATIONS, AND MANY FOREIGN EMBASSIES. THE RESULTS INDICATED REASONABLE PROGRESS TOWARD AN IMPROVED POLITICAL SCIENCE-INTERNATIONAL RELATIONS CURRICULUM. (RS)

270

ED040628 64 FL001795
DIRECTIONS FOR THE FUTURE: FEDERAL PROGRAMS IN EDUCATION DESIGNED TO IMPROVE INTERNATIONAL UNDERSTANDING AND COOPERATION. FINAL REPORT.
MARVEL, WILLIAM W.
EDUCATION AND WORLD AFFAIRS, NEW YORK, N.Y.

RMQ66004
BR-8-0859
MAR 69
OEC-0-8-080859-4409(014)
172P.

/ CROSS CULTURAL TRAINING/ *CULTURAL EXCHANGE/ CULTURAL INTERRELATIONSHIPS/ *EDUCATIONAL PROGRAMS/ FEDERAL GOVERNMENT/ *FEDERAL PROGRAMS/ FOREIGN CULTURE/ *FOREIGN RELATIONS/ *INTERNATIONAL EDUCATION/ INTERNATIONAL ORGANIZATIONS/ INTERNATIONAL PROGRAMS

THE CENTRAL FOCUS OF THE REPORT IS ON THE CHANGES, ADJUSTMENTS, AND CONSOLIDATION NECESSARY TO ACHIEVE NATIONAL GOALS THROUGH INTERNATIONAL EDUCATION. RECOMMENDATIONS PERTAINING TO THE FEDERAL AGENCIES AND ACTIVITIES IN INTERNATIONAL EDUCATION ARE PRESENTED AS SETS OF OPTIONS WHICH SEEK TO: (1) DEFINE THE BASIS FOR EVALUATING THE FEDERAL GOVERNMENT'S EFFORTS IN INTERNATIONAL EDUCATION; (2) ACHIEVE GREATER EFFICIENCY IN THE USE OF HIGH-LEVEL MANPOWER AND FUNDS; (3) ASSURE CLOSE AGENCY LINKAGE; (4) HIGHLIGHT THE RELEVANCE OF INTERNATIONAL EDUCATION TO THE URGENT DOMESTIC PROBLEMS OF AMERICAN SOCIETY; AND (5) TAKE ACCOUNT OF SENSITIVITIES OF PEOPLES IN LESS ADVANCED COUNTRIES. SHIFTING ATTENTION TO LONG-RANGE CONSIDERATIONS, THE REPORT EXAMINES THE PROBLEMS OF INTERAGENCY COORDINATION AND BALANCE OF EFFORT IN INTERNATIONAL EDUCATION, AGENCY DUPLICATION AND CONFLICT IN DIRECTION, AND PROGRAM ARTICULATION. THE POTENTIAL ESTABLISHMENT OF A NEW PUBLIC-PRIVATE AGENCY TO PROVIDE STIMULATION FOR THE VOLUNTARY AGENCIES IN INTERNATIONAL AFFAIRS IS CONSIDERED. A COMPREHENSIVE REVIEW OF CURRENT AND PAST PROGRAMS IS INCLUDED WITH MAJOR RELEVANT REPORTS DATING FROM 1949 THROUGH 1968. (AUTHOR/RL)

271

ED042369 48 FL000650
SEMANTIC STRUCTURE AND SOCIAL STRUCTURE; AN INSTANCE FROM RUSSIAN.
FRIEDRICH, PAUL
RMQ66000
64
OEC-2-14-012
36P.; IN "EXPLORATIONS IN CULTURAL ANTHROPOLOGY: ESSAYS IN HONOR OF GEORGE PETER MURDOCK", ED. BY WARD H. GOODENOUGH, MCGRAW, HILL BOOK CO., 1964, P131-166

/ ANTHROPOLOGY/ COMPONENTIAL ANALYSIS/ CULTURAL INTERRELATIONSHIPS/ ETHNOLOGY/ LANGUAGE PATTERNS/ *RUSSIAN/ SEMANTICS/ SLAVIC LANGUAGES/ SOCIAL RELATIONS/ *SOCIAL STRUCTURE/ *SOCIOCULTURAL PATTERNS/ *SOCIOLINGUISTICS/ *VOCABULARY

THE CARDINAL AIM OF THIS PAPER IS TO DEMONSTRATE INTERRELATIONSHIPS BETWEEN PATTERNS OF SOCIAL BEHAVIOR AND PATTERNS OF TERMINOLOGY. THE AUTHOR POSTULATES THAT THE TERMINOLOGY SIGNIFICANTLY SYMBOLIZES BEHAVIORAL PATTERNS AND PROCEEDS TO EXAMINE THE RELATIONSHIP OF RUSSIAN KINSHIP TERMINOLOGY AND SOCIAL STRUCTURE IN THE CONTEXT OF A PRE-INDUSTRIAL SOCIETY. THE ARTICLE EXPLORES THE UNDERLYING SEMANTIC STRUCTURE IN THE TERMINOLOGICAL FIELD AND ILLUSTRATES HOW SOCIAL

STRUCTURE UNDERLIES THE BEHAVIORAL FIELD. A DESCRIPTION OF THE RUSSIAN EXTENDED HOUSEHOLD, COURTSHIP AND WEDDING, A GENERAL STRUCTURE OF KINSHIP TERMINOLOGY, AND AN INVENTORY OF AFFINAL TERMS ARE INCLUDED. (AUTHOR/RL)

272

ED044689 48 AL002664
MODERN ARABIC PROSE LITERATURE: AN INTRODUCTION.
LE GASSICK, TREVOR
MICHIGAN UNIV., ANN ARBOR.
BBB02054
BR-0-7736
NOV 70
OEC-0-70-3987(823)
285P.
INSPECTION COPY AVAILABLE AT ERIC CLEARINGHOUSE FOR LINGUISTICS, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., WASHINGTON, D.C. 20036
HC NOT AVAILABLE FROM EDRS.
/ *ARABIC/ *AUTHORS/ *BIBLIOGRAPHIES/ *LITERARY HISTORY/ LITERATURE/ *PROSE

THIS IS THE PRELIMINARY DRAFT OF A PLANNED "INTRODUCTION TO MODERN ARABIC PROSE LITERATURE," THE COMPLETED TEXT OF WHICH "WOULD OFFER BASIC BIOGRAPHICAL AND BIBLIOGRAPHICAL IMPRESSIONS, RATHER THAN EXTENSIVE TREATMENTS, OF THE MAJOR FIGURES IN ARABIC PROSE IN THE 19TH AND 20TH CENTURIES, ALONG WITH CONCISE ASSESSMENTS OF THEIR RANGES OF INTERESTS AND LITERARY ACHIEVEMENTS." THE PRESENT VERSION BEGINS WITH AN INTRODUCTORY SECTION ON CLASSICAL ARABIC LITERATURE AND THEN TRACES THE DEVELOPMENT OF ARABIC PROSE WRITING FROM THE TIME OF THE NAPOLEONIC INVASION OF EGYPT TO THE PERIOD FOLLOWING WORLD WAR II. INDIVIDUAL SECTIONS COVER THE PRODUCTION OF A CERTAIN TIME PERIOD OR MOVEMENT ("THE MUHAMMAD ALI DYNASTY AND THE ARABIC RENAISSANCE," "SYRIAN MUSLIM REFORMISTS," ETC.), PROVIDING A BRIEF GENERAL INTRODUCTION TO THE PERIOD FOLLOWED BY EXTENDED TREATMENTS OF IMPORTANT AUTHORS. THE AUTHOR STRESSES THAT SECTIONS ON MID-20TH CENTURY JOURNALISTS, POLITICAL AND PHILOSOPHICAL WRITERS, AND CERTAIN MAJOR FIGURES IN CONTEMPORARY ARABIC FICTION ARE NECESSARY BEFORE THE TEXT CAN BE CONSIDERED COMPLETE. A 90-PAGE BIBLIOGRAPHY COMPILED BY HOWARD ROWLAND IS APPENDED. IT LISTS NOT ONLY THE WORKS OF THE AUTHORS CONSIDERED IN THE BODY OF THE TEXT BUT ALSO CRITICAL CONSIDERATIONS OF THESE AUTHORS AS WELL. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL. (FWB)

273

ED046828 SO000540
CENTER FOR TEACHING INTERNATIONAL RELATIONS NEWSLETTER.
DENVER UNIV., COLO. GRADUATE SCHOOL OF INTERNATIONAL STUDIES.
DEC 70
10P.

CENTER FOR TEACHING INTERNATIONAL RELATIONS, GRADUATE SCHOOL OF INTERNATIONAL STUDIES, UNIVERSITY OF DENVER, DENVER, COLORADO 80210 (SINGLE COPIES FREE)

DOCUMENT NOT AVAILABLE FROM EDRS.

/ BOOK REVIEWS/ CONFERENCE REPORTS/ *FOREIGN RELATIONS/ INSTRUCTIONAL MATERIALS/ LITERATURE REVIEWS/ *NEWSLETTERS/ *SOCIAL STUDIES/ *WORLD AFFAIRS/ *WORLD PROBLEMS

THE PURPOSE OF THIS NEWSLETTER IS TO INFORM SOCIAL STUDIES TEACHERS OF NEW DEVELOPMENTS AND ACTIVITIES IN THE AREA OF INTERNATIONAL RELATIONS. TYPICAL ISSUES INCLUDE BOOK REVIEWS, NOTICES OF PROFESSIONAL MEETINGS, NEW PUBLICATIONS, ARTICLES, AND LISTINGS OF NEW MATERIALS DEVELOPED BY AND AVAILABLE FROM THE CENTER. THOSE INTERESTED IN RECEIVING THE NEWSLETTER REGULARLY SHOULD REQUEST THAT THEIR NAME BE PUT ON THE MAILING LIST. (DJB)

274

ED002955 24
MASS COMMUNICATIONS AND POPULAR CONCEPTIONS OF EDUCATION, A CROSS-CULTURAL STUDY.
GERBNER, GEORGE
ILLINOIS UNIV., URBANA. INST. OF COMMUNICATIONS RESEARCH.
CRP-876
64
676P.

/ *COMMUNICATIONS/ COMPARATIVE ANALYSIS/ *CULTURAL DIFFERENCES/ *EDUCATIONAL ATTITUDES/ GENERAL EDUCATION/ INFORMATION DISSEMINATION/ INSTITUTIONS/ *MASS MEDIA/ *PUBLIC OPINION/ STATISTICAL SURVEYS/ SYSTEMS ANALYSIS
/ EUROPE/ ILLINOIS/ URBANA

CONTRIBUTIONS OF MASS-PRODUCED INFORMATION AND ENTERTAINMENT TO THE DEVELOPMENT OF PUBLIC IMAGES IN EDUCATION WERE INVESTIGATED IN THE UNITED STATES, WESTERN EUROPE, AND EASTERN EUROPE. THIS PROJECT SERVED TO CREATE A MODEST HISTORICAL DIMENSION AND A CROSS-CULTURAL COMPARATIVE PERSPECTIVE OF CERTAIN DYNAMIC ASPECTS OF MASS MEDIA EDUCATION (THROUGH INFORMATION, PERSUASION, OR ENTERTAINMENT) WITH RESPECT TO FORMAL EDUCATION SYSTEMS OF COUNTRIES. THE VARIOUS STUDIES WERE CONCERNED WITH TRENDS OVER TIME, PATTERNS OF CONTENT ACROSS CULTURES, AND REASONS BEHIND THESE TRENDS AND PATTERNS. INTERVIEWS WERE CONDUCTED WITH OVER 100 KNOWLEDGEABLE PERSONS IN THE MASS MEDIA FIELD AND IN EDUCATION IN THE COUNTRIES STUDIED. DOZENS OF INDEXES, ARCHIVES, AND SPECIAL COLLECTIONS OF RELEVANT DATA WERE SEARCHED. CONTENT STUDIES INCLUDED ANALYSES OF THOUSANDS OF NEWSPAPER ITEMS, FULL-LENGTH FEATURE FILMS, RADIO AND TELEVISION DRAMA PROGRAMS, POPULAR MAGAZINE STORIES, AND FICTIONAL AND DRAMATIC CHARACTERS. THE RESULTS OF THE PROGRAM WERE BROUGHT TOGETHER WITH RESPECT TO TWO ASPECTS OF THE DYNAMICS OF IMAGE-FORMATION AS FOLLOWS--(1) "CONTENT," OR THE COMPOSITION AND STRUCTURE OF A MESSAGE SYSTEM, I.E., THE WAY MASS MEDIA SYSTEMS PORTRAY TEACHERS, SCHOOLS, AND EDUCATION, AND (2) "PROCESS," OR THE INFLUENCES, RELATIONSHIPS, AND REQUIREMENTS WHICH AFFECT THE PRODUCTION OF A MESSAGE SYSTEM. THE MAJOR THEORETICAL IMPLICATIONS OF THESE STUDIES WERE RELATED TO INSTITUTIONAL DYNAMICS AFFECTING MASS CULTURAL REPRESENTATIONS OF EDUCATION IN DIFFERENT SOCIETIES. (JH)

275

ED003352 24
A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT OF ELEMENTARY AGE STUDENTS OF THE UNITED STATES AND THE BRITISH ISLES.
GIBSON, ROBERT L.

TOLEDO UNIV., OHIO. RESEARCH FOUNDATION.
CRP-2177
JUN65
209P.

/ ACADEMIC ACHIEVEMENT/ *ACHIEVEMENT/ *ACHIEVEMENT TESTS/ ARITHMETIC / COMPARATIVE ANALYSIS/ *CULTURAL BACKGROUND/ *CULTURAL DIFFERENCES/ EDUCATIONAL BACKGROUND/ *EDUCATIONAL METHODS/ *ELEMENTARY SCHOOL STUDENTS/ ENGLISH INSTRUCTION/ READING ACHIEVEMENT

/ CALIFORNIA ACHIEVEMENT TEST/ GREAT BRITAIN/ OHIO/ TOLEDO

A CROSS-CULTURAL STUDY WAS CONDUCTED TO COMPARE THE ACHIEVEMENT LEVELS OF BRITISH AND UNITED STATES ELEMENTARY SCHOOL STUDENTS IN GRADES 1-6, OF VARYING ABILITY LEVELS, FROM BOTH PRIVATE AND PUBLIC SCHOOLS AT THE APPROXIMATE BEGINNING, MIDDLE, AND END OF THE ACADEMIC YEAR. ACHIEVEMENT ANALYSES WERE BASED PRIMARILY UPON SCORES EARNED ON THE CALIFORNIA ACHIEVEMENT TEST, MODIFIED TO ELIMINATE CULTURALLY BIASED ITEMS. BRITISH-CONSTRUCTED, STANDARDIZED ACHIEVEMENT TESTS WERE USED PRIMARILY AS MEASURES OF THE VALIDITY OF THE CALIFORNIA ACHIEVEMENT TEST. VALIDITY COEFFICIENTS BETWEEN BOTH TESTS ON COMPARABLE SUBJECT-MATTER AREAS RANGED FROM 0.56 TO 0.89. SEVEN CONCLUSIONS WERE REACHED--(1) THROUGH THE FIRST FOUR GRADES, BRITISH PUPILS WERE AT HIGHER LEVELS OF ACHIEVEMENT IN NEARLY ALL SUBJECT AREAS AND ACROSS ABILITY LEVELS, (2) BY GRADES FIVE AND SIX, U.S. PUPILS WERE ACHIEVING AT APPROXIMATELY THE SAME LEVELS IN NEARLY ALL THE TESTED SUBJECT AREAS, (3) ON A COMPARATIVE BASIS, BRITISH PUPILS WERE STRONGEST IN ARITHMETIC FUNDAMENTALS AND U.S. PUPILS IN ENGLISH USAGE, (4) U.S. PUPILS SCORED COMPARATIVELY HIGHER ON U.S. TESTS, BRITISH ON BRITISH TESTS, (5) THE MARGIN BETWEEN HIGH AND AVERAGE ABILITY GROUPINGS WAS GREATER FOR THE BRITISH SAMPLE, (6) THERE APPEARED TO BE LITTLE DIFFERENCE BETWEEN THE ACHIEVEMENT OF PUBLIC AND PRIVATE SCHOOL PUPILS, AND (7) U.S. PUPILS WERE STRONGEST IN REASONING PROBLEMS, WHILE BRITISH PUPILS WERE STRONGEST ON METHOD PROBLEMS. (HB)

276

ED003403 24
HISTORICAL AND SOCIAL DETERMINANTS OF PUBLIC EDUCATION POLICY IN THE UNITED STATES AND EUROPE.
CLAYTON, A. STAFFORD
INDIANA UNIV., BLOOMINGTON.
CRP-F-017
65
410P.

/ *CULTURAL DIFFERENCES/ *CULTURAL FACTORS/ EDUCATION/ *EDUCATIONAL POLICY/ POLICY/ PUBLIC EDUCATION/ RELIGION/ RELIGIOUS EDUCATION/ *RELIGIOUS FACTORS/ *SOCIAL INFLUENCES

/ BLOOMINGTON/ ENGLAND/ INDIANA/ NETHERLANDS/ SWEDEN/ WALES

A STUDY WAS CONDUCTED WHICH CONSIDERED SELECTED EUROPEAN EXPERIENCES INVOLVING RELATIONSHIPS BETWEEN RELIGION AND PUBLIC EDUCATION AS RELATED TO ELEMENTARY AND SECONDARY, NATIONAL EDUCATIONAL POLICY. THE

PUBLIC EDUCATIONAL POLICIES OF ENGLAND, THE NETHERLANDS, AND SWEDEN WERE EXAMINED BY MEANS OF LITERATURE SEARCHES, OBSERVATIONS, INTERVIEWS, AND CORRESPONDENCE. IN GENERAL, THE FINDINGS INDICATED THAT ECCLESIASTICALLY BASED CLAIMS TO AUTHORITY IN MATTERS OF RELIGION STEM FROM PARTICULAR HISTORIC CREEDS AND DOCTRINES. THE TEACHING MISSION OF THE CHURCH IS DISTINGUISHED FROM THE EDUCATIONAL FUNCTIONS OF THE PUBLIC SCHOOL. OTHER CONCLUSIONS AND REFERENCES ARE REPORTED. (TC)

277

ED003430 24
CONFERENCE ON DEVELOPMENT OF CROSS-NATIONAL RESEARCH ON THE EDUCATION OF CHILDREN AND ADOLESCENTS.
HESS, ROBERT D. ; AND OTHERS
CHICAGO UNIV., ILL.
CRP-G-015
OCT64
91P.

/ *ADOLESCENTS/ *CHILD REARING/ *COGNITIVE DEVELOPMENT/ COMPARATIVE ANALYSIS/ COMPARATIVE EDUCATION/ *CONFERENCES/ *EDUCATIONAL RESEARCH/ *INTERNATIONAL EDUCATION/ *SOCIAL ATTITUDES
/ BRAZIL/ CHICAGO/ ENGLAND/ GERMANY/ ILLINOIS/ ITALY/ MEXICO

NINE FOREIGN RESEARCH CENTERS AND 9 UNITED STATES RESEARCH CENTERS WERE REPRESENTED BY 24 INVESTIGATORS AT A CROSS-NATIONAL CONFERENCE IN CHICAGO, ILLINOIS, ON FEBRUARY 20-28, 1964. OBJECTIVES OF THE CONFERENCE WERE--(1) TO EXAMINE THE IMPLICATIONS OF CONTEMPORARY RESEARCH FOR EDUCATION, (2) TO PLAN NEW PROJECTS WITH PARTICULAR RELEVANCE FOR EDUCATION, AND (3) TO COMMUNICATE THE RESULTS OF THIS CONFERENCE TO A WIDER AUDIENCE IN ORDER TO STIMULATE INTEREST AND ADDITIONAL RESEARCH. A WORK GROUP ON CHILD-REARING PRACTICES SUGGESTED THAT THE PROBLEM OF OBTAINING COMPARABLE CROSS-NATIONAL DATA IN A SYSTEMATIC WAY BE APPROACHED BY SETTING UP TWO KINDS OF STRUCTURES UNDER INTERNATIONAL SPONSORSHIP--(1) A FEDERATION OF 7 TO 12 NEWLY DEVELOPED RESEARCH FACILITIES IN STRATEGICALLY SELECTED AREAS OF THE WORLD, AND (2) A RELATED, BUT MORE LOOSELY FEDERATED, AND PROBABLY LESS RECIPROCALLY OPERATED, STRING OF ABOUT 30 RESEARCH FACILITIES IN ALREADY EXISTING CENTERS OF LEARNING AND RESEARCH. THE WORK GROUP ON DEVELOPMENT OF SOCIAL ATTITUDES DEVELOPED A PLAN FOR CROSS-CULTURAL INVESTIGATION TO BE INSTITUTED IN THE UNITED STATES, GERMANY, ITALY, MEXICO, BRAZIL, AND POSSIBLY ENGLAND ON VARIOUS SPECIFIED AREAS OF BEHAVIOR. THE WORK GROUP ON COGNITIVE DEVELOPMENT DISCUSSED CURRENT RESEARCH PROJECTS PERTAINING TO DEVELOPMENT OF THE CHILD'S COGNITIVE FUNCTIONING AND VALUE CONCEPTS. (JM)

278

ED003667 24 65
THE ROLE AND EFFECTS OF LITERACY IN A GUATEMALAN LADINO PEASANT COMMUNITY.
WRIGHT, PETER C. ; AND OTHERS
UNIVERSITY OF SOUTH FLORIDA, TAMPA.
CRP-S-027
OEC-4-10-135
181P.

/ CHILDREN/ COMMUNITY PROBLEMS/ *CULTURAL DIFFERENCES/ CULTURALLY DISADVANTAGED/ *LITERACY/ PARENTS
/ COMMUNITY STUDIES/ EL JOCOTE/ FLORIDA/ GUATEMALA/ TAMPA

AN INVESTIGATION WAS MADE OF LITERACY IN A REPRESENTATIVE VILLAGE OF RURAL GUATEMALA. THE COMMUNITY, EL JOCOTE, HAS A SUBSISTENCE ECONOMY DOMINATED BY CUSTOM AND TRADITION AND HAS ONLY MINIMAL CONTACT WITH THE OUTSIDE WORLD. MEMBERS OF FOUR FAMILIES FURNISHED DATA BASED ON LITERACY TESTS AND BOTH STRUCTURED AND UNSTRUCTURED INTERVIEWS. FINDINGS INDICATED THAT THERE WERE STRONG RELATIONSHIPS BETWEEN LITERACY AND GENERAL LEVEL OF FUNCTIONING IN THE COMMUNITY. LITERATE PERSONS PLACED HIGH EMPHASIS UPON THE IMPORTANCE OF SCHOOLS FOR BOTH CHILDREN AND ADULTS, AND REALIZED THE RELATIONSHIP BETWEEN SCHOOLING AND HEALTH, ECONOMIC STATUS AND GENERAL WELL BEING. OTHERS IN THE PEASANT COMMUNITY DO NOT CLEARLY UNDERSTAND WHAT LITERACY CAN MEAN TO THEM. (JK)

279

ED003703 24 65
CULTURAL TRANSMISSION IN A RURAL, GERMAN COMMUNITY.
WARREN, RICHARD L.
STANFORD UNIV., CALIF.
CRP-S-170
31P.

/ *BEHAVIOR PATTERNS/ *COMMUNITY ATTITUDES/ COMMUNITY DEVELOPMENT/ CULTURAL FACTORS/ DEMOCRATIC VALUES/ *EDUCATIONAL CHANGE/ *RURAL EDUCATION/ *SCHOOL COMMUNITY RELATIONSHIP
/ CALIFORNIA/ GERMANY/ STANFORD

THE RELATIONSHIP BETWEEN CONTINUITY AND CHANGE IN THE EDUCATIONAL SYSTEM OF A SMALL (3,100), RURAL COMMUNITY IN SOUTHWEST GERMANY WAS STUDIED. DATA WERE GATHERED BY THE AUTHOR DURING TEMPORARY RESIDENCE IN THE TOWN AND FROM CONVERSATIONS WITH THE MAYOR, TEACHERS, OFFICIALS, AND TOWNSPEOPLE. TWO GENERAL CONCLUSIONS WERE MADE. FIRST, WHILE THE COMMUNITY RESIDENTS ENJOYED THE PRIVILEGES AND RESPONSIBILITIES OF A DEMOCRACY, ONLY THE STRUCTURE AND FORM APPEARED TO BE A REALITY. SECOND, INDUSTRIAL DEVELOPMENT WAS MAKING MARKED CHANGES IN THE LIFE OF THE COMMUNITY. (LP)

280

ED003930 48
LANGUAGE DEVELOPMENT IN THE SOVIET UNION, A PRELIMINARY SURVEY.
GOROKHOFF, BORIS I.
NDEA-VI-60
15FEB63
OEC-3-14-011
54P.

/ *LINGUISTICS/ *MODERN LANGUAGES/ POLICY/ *RUSSIAN
/ SOVIET UNION (USSR)

THE SOVIET GOVERNMENT PROGRAMS AND IDEOLOGICAL CONCEPTS THAT HAVE INFLUENCED THE SOVIET LANGUAGE PROGRAM ARE DESCRIBED, AND THE LANGUAGE DEVELOPMENTS RESULTING FROM THE PROGRAM ARE DISCUSSED UNDER THESE HEADINGS--(1) SOVIET LANGUAGE THEORY, (2) SOVIET LANGUAGE POLICIES, (3) DEVELOPMENT OF THE RUSSIAN LANGAGE, (4) DEVELOPMENT OF SOVIET MINORITY LANGUAGES, (5) LINGUISTIC RESEARCH, (6) STUDY AND TEACHING OF FOREIGN LANGUAGES AND RUSSIAN, (7) PUBLICATIONS, (8) TRANSLATIONS, (9) MECHANICAL TRANSLATION, AND (10) LANGUAGES AND FOREIGN POLICY. (AL)

281

ED010668 24
EDUCATION AND THE VICTORIAN MIND OF ENGLAND.
ELLSWORTH, EDWARD W.
WHEELOCK COLL., BOSTON, MASS.
BR-5-8278; CRP-S-034
66
19P.

/ *ADULT EDUCATION/ *EDUCATIONAL OPPORTUNITIES/ *EDUCATIONAL PHILOSOPHY/ *PHILOSOPHY/ *SOCIAL VALUES
/ BOSTON/ ENGLAND/ MASSACHUSETTS

THE RELATION OF THE ATTITUDES OF LEADING PUBLIC MEN IN BRITAIN CONCERNING LARGE-SCALE EDUCATIONAL OPPORTUNITY TO THE GENERAL PHILOSOPHY OF LIFE IN THE VICTORIAN PERIOD WAS STUDIED. THE EDUCATIONAL IDEOLOGIES OF BENJAMIN DISRAELI, WILLIAM E. GLADSTONE, LORD JOHN RUSSELL, AND WILLIAM LOVETT WERE ASCERTAINED. ADULT EDUCATION IN 19TH-CENTURY BRITAIN WAS EXAMINED WITH SPECIFIC REFERENCE TO THE SOCIAL PHILOSOPHY EXPOUNDED IN AND BY LITERARY AND PHILOSOPHICAL SOCIETIES, MECHANICS INSTITUTES, LYCEUMS, WORKING MEN'S COLLEGES, SETTLEMENT HOUSES, AND PUBLISHING VENTURES. THE PROCEDURES USED WERE TO EXAMINE PRIVATE PAPERS, PUBLISHED WORKS, GOVERNMENT REPORTS, BIOGRAPHIES, AND MONOGRAPHS. THE RESULTS AND CONCLUSIONS WERE PRESENTED IN DETAIL. THE ROLE OF ADULT EDUCATION IN FOSTERING A COHESIVE SOCIETY WAS EMPHASIZED. (TC)

282

ED012805 95 AA000165
HIGHER EDUCATION AND TEACHER TRAINING IN YUGOSLAVIA.
TOMICH, VERA
28NOV66
OEC-5-99-062
314P.

/ *EDUCATIONAL PHILOSOPHY/ *ELEMENTARY EDUCATION/ *HIGHER EDUCATION/ *SCHOOL ORGANIZATION/ *SECONDARY EDUCATION/ *TEACHER EDUCATION
/ YUGOSLAVIA

THE ROLE OF EDUCATION IN YUGOSLAVIA, THE ORGANIZATION OF THE EDUCATIONAL SYSTEM, THE OPERATING POLICIES, AND THE CHANGES AND NEW DEVELOPMENTS IN THE SCHOOLS THAT HAVE OCCURRED SINCE THE SECOND WORLD WAR ARE DESCRIBED IN DETAIL. THE DESCRIPTION IS PRESENTED UNDER THE FOLLOWING HEADINGS--(1) THE YUGOSLAV STATE AND THE EDUCATIONAL SYSTEM, INCLUDING A DESCRIPTION OF THE STRUCTURE OF THE SCHOOL SYSTEM, (2) HISTORICAL DEVELOPMENT OF HIGHER EDUCATION, (3) QUANTITATIVE DEVELOPMENT OF HIGHER EDUCATION, (4) REFORM OF HIGHER EDUCATION, (5) ORGANIZATION OF HIGHER EDUCATION, (6) PROGRAM OF STUDIES AND CURRICULUMS, (7) STUDENTS, (8) TEACHING STAFF, (9) ADMINISTRATION, (10) CHARACTERISTICS OF THE SYSTEM AND PROPOSALS FOR THE FUTURE, (11) TEACHER TRAINING OF PRESCHOOL, ELEMENTARY, AND SECONDARY TEACHERS, AND (12) CONCLUDING REMARKS ON TEACHER TRAINING. THE AUTHOR CONCLUDES THAT TEACHER TRAINING IS ONE OF THE MAJOR PROBLEMS IN THE DEVELOPMENT OF EDUCATION IN YUGOSLAVIA. THE SITUATION IS DESCRIBED AS A NEED FOR BOTH MORE AND BETTER QUALIFIED TEACHERS. THE TEACHER SHORTAGE WAS CREATED BY THE REORGANIZATION AND EXPANSION OF EDUCATION THAT RESULTED FROM REFORM OF THE SCHOOLS. (AL)

283

ED013363 24 AA000215
THEORIES AND PRACTICES IN THE EDUCATION OF WOMEN DURING THE AGE OF ENLIGHTMENT IN FRANCE.
FRIEDMAN, LEONARD M.
CHATHAM COLL., PITTSBURGH, PA.
BR-5-8230 ; CRP-S-096
67
156P.

/ *CHURCH ROLE/ *EDUCATION/ EDUCATIONAL EQUALITY/ *EDUCATIONAL PHILOSOPHY/ EDUCATIONAL THEORIES/ *FEMALES/ *PRACTICAL ARTS

A REPORT WAS GIVEN ON A SEARCH OF THE LITERATURE ON THE EDUCATION OF WOMEN IN FRANCE DURING THE PERIOD FROM THE FOUNDING OF ST. CYR (1686) THROUGH THE REVOLUTION. THE AUTHOR SUMMARIZES (1) THE EDUCATIONAL PRACTICES USED AND (2) THE EDUCATIONAL THEORIES PROPOSED AT THAT TIME.

WHILE THE EDUCATION OF WOMEN IN 18TH-CENTURY FRANCE LEFT MUCH TO BE DESIRED, IT WAS PERHAPS BETTER AND MORE WIDESPREAD THAN MIGHT HAVE BEEN ASSUMED. A CONSIDERABLE PROPORTION OF THE GIRLS OF THE NONPRIVILEGED CLASSES DID AT LEAST RECEIVE AN ELEMENTARY EDUCATION, LEARNING TO READ, WRITE, DO SIMPLE ARITHMETIC, AND ACQUIRE THOSE MANUAL SKILLS, ESPECIALLY NEEDLEWORK, WHICH WOULD BE MOST USEFUL TO THEM IN THE LINES FOR WHICH THEY WERE ULTIMATELY DESTINED. THE DAUGHTERS OF THE WEALTHY BOURGEOISIE AND THE ARISTOCRACY USUALLY RECEIVED THEIR EDUCATION IN CONVENTS WHICH THEY ENTERED AT THE AGE OF 6 OR 7 AND WHICH THEY LEFT AT BETWEEN 16 AND 20 YEARS OF AGE IN ORDER TO MARRY. MANY EDUCATIONAL THEORIES WERE PROPOSED IN FRANCE ESPECIALLY DURING THE SECOND HALF OF THE 18TH CENTURY. OPINION WAS NEARLY UNANIMOUS THAT (1) WOMEN'S EDUCATION WAS OF POOR QUALITY AND THERE WAS NEED FOR IMPROVING IT AND (2) PROPOSALS FOR EDUCATION OF WOMEN SHOULD BE BASED UPON AN UNDERSTANDING OF THE NATURE OF WOMEN AND THEIR ROLE IN SOCIETY. DIVERGENT VIEWS RANGED FROM FROM FEMINIST SENTIMENT TO ANTIFEMINISM. ON THE WHOLE, HOWEVER, THE CENTURY WAS FAVORABLE TO THE CAUSE OF WOMEN. CHANGING ATTITUDES BROUGHT THE PROPOSAL, MADE DURING THE REVOLUTION, THAT WOMEN SHOULD HAVE COMPLETE EDUCATIONAL EQUALITY BECAUSE OF THEIR NATURAL RIGHTS AS EQUAL MEMBERS OF THE HUMAN RACE. (AL)

284

ED014768 72 CG000923
WASTAGE AND STAGNATION IN PRIMARY AND MIDDLE SCHOOLS IN INDIA. PROJECT REPORT.
SAPRA, C.L.; SHARMA, R.C.
NATIONAL INST. OF EDUCATION, NEW DELHI (INDIA).
67
281P.

/ *DROPOUT CHARACTERISTICS/ DROPOUT PROBLEMS/ *DROPOUT RATE/ *DROPOUT RESEARCH/ DROPOUTS/ *ELEMENTARY SCHOOL STUDENTS/ FAMILY CHARACTERISTICS/ *JUNIOR HIGH SCHOOL STUDENTS/ PARENT ATTITUDES/ RURAL DROPOUTS/ SCHOOL CONDITIONS/ TEACHER ATTITUDES/ URBAN DROPOUTS

THE EXTENT OF WASTAGE (DROPOUTS) AND STAGNATION (GRADE REPETITION) AT THE PRIMARY AND MIDDLE STAGES OF EDUCATION, THE CAUSES OF WASTAGE, AND THE RELATIVE IMPORTANCE OF EACH CAUSE WERE INVESTIGATED IN INDIA. THE STUDY IS AN OUTCOME OF COLLABORATION BETWEEN INDIA'S NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, AND THE U.S. OFFICE OF EDUCATION. BACKGROUND MATERIAL, INCLUDING AN ANALYSIS OF THE PROBLEM AND A REVIEW OF RELATED STUDIES, IS PRESENTED. THE EXTENT OF WASTAGE WAS DETERMINED ON THE BASIS OF NATIONAL ENROLLMENT IN EACH GRADE FOR THE YEARS 1950-51 THROUGH 1963-64. DATA FROM SCHOOL RECORDS AND INTERVIEWS WITH PUPILS, PARENTS, AND TEACHERS WERE ANALYZED UNDER THREE AREAS HYPOTHESIZED AS COVERING THE POSSIBLE CAUSES OF DROPPING OUT. PUPIL AND FAMILY FACTORS WERE STUDIED BY STATISTICALLY ANALYZING DIFFERENCES BETWEEN DROPOUTS AND STAYINS. SCHOOL FACTORS WERE ANALYZED IN RELATION TO THE RATE OF DROPOUT IN EACH OF THE SAMPLE SCHOOLS. THE RELATIVE IMPORTANCE OF EACH DETERMINED CAUSE WAS RATED BY DISCRIMINANT

FUNCTION ANALYSIS AND OPINION POLL. RECOMMENDATIONS AND SUGGESTIONS FOR RESEARCH ARE GIVEN. (PS)

285

ED015130 24 SE003725
INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME II.
HUSEN, TORSTEN ; AND OTHERS
INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT, HAMBURG (WEST GERMANY).
BR-5-0676-VOL-2
67
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *ACADEMIC ACHIEVEMENT/ ATTITUDES/ BIBLIOGRAPHIES/ *COMPARATIVE EDUCATION/ COMPARATIVE TESTING/ CULTURAL DIFFERENCES/ CULTURE/ CURRICULUM/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PHILOSOPHY/ *EVALUATION/ INSTRUCTION/ INTERNATIONAL ORGANIZATIONS/ *MATHEMATICS EDUCATION/ SCHOOL ORGANIZATION/ *SECONDARY EDUCATION/ *STATISTICAL DATA/ STUDENT CHARACTERISTICS/ *TESTING
/ AUSTRALIA/ BELGIUM/ ENGLAND/ FEDERAL REPUBLIC OF GERMANY
THIS REPORT BY AN INTERNATIONAL RESEARCH ORGANIZATION SUMMARIZES AN ASSESSMENT OF MATHEMATICAL ACHIEVEMENT IN TWELVE COUNTRIES. THE STUDY WAS DESIGNED TO TEST HYPOTHESES WITHIN THE FRAMEWORK OF COMPARATIVE EDUCATION. MANY OF THE PROBLEMS AND LIMITATIONS OF THE STUDY ARE EXPLAINED, AND INTERPRETATIONS AND GENERALIZATIONS ARE TEMPERED WITH CAUTION. IN THE SECTION ON FURTHER RESEARCH, PLANS FOR THE NEXT PHASE OF THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT (IEA) ARE DISCUSSED IN THE LIGHT OF INSIGHTS GAINED IN THE MATHEMATICS PHASE. CHAPTERS OF THE REPORT DEAL WITH (1) MATHEMATICS TESTS AND ATTITUDE INVENTORY SCORES, (2) CORRELATIONS BETWEEN COUNTRIES, (3) THE RELATION OF SCHOOL ORGANIZATION TO ATTAINMENT IN MATHEMATICS, (4) PROBLEMS RELATED TO THE CURRICULUM AND INSTRUCTIONAL METHODS, (5) THE SOCIAL FACTORS IN EDUCATION, (6) REGRESSION ANALYSIS, AND (7) A SUMMARY OF MAJOR FINDINGS. IN ADDITION TO THE OTHER DATA, THE APPENDIXES CONTAIN THE MATHEMATICS TEST AND STATISTICS FOR EACH ITEM. PARTICIPATING COUNTRIES INCLUDE (1) AUSTRALIA, (2) BELGIUM, (3) ENGLAND, (4) FEDERAL REPUBLIC OF GERMANY, (5) FINLAND, (6) FRANCE, (7) ISRAEL, (8) JAPAN, (9) NETHERLANDS, (10) SCOTLAND, (11) SWEDEN, AND (12) UNITED STATES OF AMERICA. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY AND SONS. 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (DH)

286

ED016276 24 EA000909
RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.
SPRINGER, URSULA K.
CITY UNIV. OF NEW YORK, N.Y. BROOKLYN COLL.
BR-5-8451

67
OEC-6-10-211
241P.

/ BIBLIOGRAPHIES/ CHARTS/ *COMPARATIVE EDUCATION/ *CURRICULUM DEVELOPMENT/ CURRICULUM EVALUATION/ CURRICULUM PLANNING/ EDUCATIONAL CHANGE/ EDUCATIONAL COUNSELING/ *EDUCATIONAL INNOVATION/ EDUCATIONAL PROGRAMS/ LANGUAGE INSTRUCTION/ MATHEMATICS INSTRUCTION/ *MIDDLE SCHOOLS/ ORGANIZATION/ SCIENCE INSTRUCTION/ SOCIAL STUDIES/ STUDENT ENROLLMENT/ *TEACHING PROCEDURES

/ BROOKLYN/ FRANCE/ ITALY/ WEST GERMANY

FRANCE, WEST GERMANY, AND ITALY ARE SUBJECTS OF AN INTERNATIONAL MIDDLE SCHOOL STUDY TO ACQUAINT AMERICAN EDUCATORS WITH WHAT THE EUROPEAN SCHOOL AUTHORITIES CONSIDER GOOD SCHOOL PROGRAMS, AND WITH THE DIRECTIONS IN WHICH THE AUTHORITIES ARE MOVING TO ADJUST SCHOOLS TO THE NEEDS OF MODERN SOCIETY. INFORMATION FOR THE STUDY WAS OBTAINED BY THE AUTHOR THROUGH INTERVIEWS, PERSONAL CONTACTS, LITERATURE, AND SCHOOL AND STATE RECORDS. MIDDLE SCHOOL CURRICULA IS DISCUSSED IN TERMS OF (1) RECENT REFORMS, (2) THE STRUCTURE AND CHARACTERISTICS OF THE SCHOOL SYSTEM, (3) THE NATURE OF AND PLANNING OF THE CURRICULUM, (4) CHANGES IN GENERAL CURRICULAR POLICIES, (5) INNOVATION, (6) DEVELOPMENTS IN SUBJECT PROGRAMS, AND (7) QUANTITATIVE COMPARISONS OF CURRICULUM PROGRAMS. APPENDICES CONTAIN A BIBLIOGRAPHY, DIAGRAMS OF THE SCHOOL SYSTEMS, AND THE CURRICULA. (HW)

287

ED017043 24 EA001024 31JAN67
A STUDY OF THE DEVELOPMENT OF INTERNATIONAL INTERCULTURAL SCHOOLS IN WESTERN EUROPE FROM 1918 TO 1966. FINAL REPORT.
RONSHEIM, SALLY B.
NEW YORK UNIV., N.Y. SCHOOL OF EDUCATION.
BR-6-8519
59P.

/ ACHIEVEMENT TESTS/ ADMISSION (SCHOOL)/ CURRICULUM PROBLEMS/ EDUCATIONAL RESEARCH/ *FOREIGN COUNTRIES/ INSTITUTIONAL ENVIRONMENT/ *INTERCULTURAL PROGRAMS/ *INTERGROUP EDUCATION/ INTERNATIONAL ORGANIZATIONS/ *INTERNATIONAL PROGRAMS/ JOB TENURE/ LANGUAGE INSTRUCTION/ PROPRIETARY SCHOOLS/ *SPECIAL SCHOOLS

/ INTERNATL. SCHOOLS ASSN/ NEW YORK CITY

THIS STUDY TRACES THE ORIGIN AND DEVELOPMENT OF INTERNATIONAL, INTERCULTURAL, AND INTERGOVERNMENTAL SCHOOLS AND SCHOOLS WITH INTERNATIONAL CHARACTERISTICS (CHURCH-RELATED, PROPRIETARY, COMPANY, OVERSEAS, AND INDIVIDUAL GOVERNMENT-OPERATED FOR INTERNATIONAL CLIENTELE). PARTICULAR REFERENCE IS MADE TO SUCH INTERNATIONAL INDEPENDENT SCHOOLS AS THE INTERNATIONAL SCHOOL OF GENEVA AND EUROPEAN INTERGOVERNMENTAL SCHOOLS IN BELGIUM, FRANCE, ITALY, LUXEMBOURG, THE NETHERLANDS, SWITZERLAND, AND WEST GERMANY. CRITERIA FOR INTERNATIONAL SCHOOLS ARE FORMULATED, TYPES OF SCHOOLS ARE IDENTIFIED, AND THE PRESENT STATUS OF THE INTERNATIONAL SCHOOL MOVEMENT IS REPORTED. AREAS FOR FUTURE DEVELOPMENT ARE INDICATED, AND RECOMMENDATIONS BASED UPON

STUDY AND PERSONAL OBSERVATION IN THE INTERNATIONAL SCHOOLS OF WESTERN EUROPE ARE MADE. (HM)

288

ED017052 24 EA001072
NEW DIRECTIONS IN ART EDUCATION, REPORT OF THE INTERNATIONAL SYMPOSIUM (BELGRADE, YUGOSLAVIA, JULY 27-29, 1966). FINAL REPORT.
BARKAN, MANUEL
NATIONAL ART EDUCATION ASSOCIATION, WASHINGTON, D.C.
BR-6-1840
20NOV67
OEC-2-6-061840-1247
113P.

/ *ART EDUCATION/ ART EXPRESSION/ ART MATERIALS/ CONFERENCE REPORTS/ CREATIVITY/ CULTURAL ENRICHMENT/ *CURRICULUM DEVELOPMENT/ *INTERDISCIPLINARY APPROACH/ *INTERNATIONAL PROGRAMS/ PUBLIC SCHOOLS/ RESEARCH PROBLEMS/ *VISUAL ARTS
/ BELGRADE/ DISTRICT OF COLUMBIA

THE INTERNATIONAL SYMPOSIUM ON NEW DIRECTIONS IN ART EDUCATION, HELD IN BELGRADE, YUGOSLAVIA, JULY 27-29, 1966, AND SPONSORED COOPERATIVELY BY UNESCO, THE INTERNATIONAL SOCIETY FOR EDUCATION THROUGH ART, THE INSEA COMMITTEE OF YUGOSLAVIA, AND THE NATIONAL ART EDUCATION ASSOCIATION OF THE UNITED STATES, PROVIDED AN OPPORTUNITY TO DISCUSS SOME FUNDAMENTAL PROBLEMS OF ART EDUCATION. TWENTY-FIVE PARTICIPANTS REPRESENTED 11 COUNTRIES. THE MAJOR PAPERS AND DISCUSSIONS DEVELOPED DURING THE SYMPOSIUM WERE RELATED TO CURRENT INTERNATIONAL TRENDS, CONCEPTS, AND PROBLEMS IN ART EDUCATION. (HM)

289

ED017517 TE000336
A STUDY OF THE TEACHING OF ENGLISH IN SELECTED BRITISH SECONDARY SCHOOLS. FINAL REPORT.
APPLEBEE, ROGER K.; SQUIRE, JAMES R.
ILLINOIS UNIV., URBANA.; NATIONAL COUNCIL OF TEACHERS OF ENGLISH, CHAMPAIGN, ILL.
BR-6-1849
28FEB68
OEC-3-7-001849-0469
479P.

/ CLASSROOM TECHNIQUES/ *COMPARATIVE EDUCATION/ COMPOSITION (LITERARY)/ COURSE CONTENT/ COURSE ORGANIZATION/ DRAMA/ ENGLISH CURRICULUM/ *ENGLISH INSTRUCTION/ *ENGLISH PROGRAMS/ LANGUAGE/ LITERATURE/ ORAL ENGLISH/ PROGRAM ADMINISTRATION/ *SECONDARY EDUCATION / SPEECH/ TEACHER EDUCATION/ TEACHING METHODS
/ CURRIULUM DESIGN/ GREAT BRITAIN/ TEACHING ASSIGNMENTS/ U.S.A

THIS STUDY REPORTS AN INVESTIGATION OF CURRICULAR AND CLASSROOM

PRACTICE IN TEACHING ENGLISH IN 42 SECONDARY PROGRAMS IN ENGLAND, SCOTLAND, AND WALES, SELECTED AS OUTSTANDING BY A PANEL OF BRITISH SPECIALISTS. THROUGH SCHOOL AND CLASSROOM VISITATION, INTERVIEWS WITH TEACHERS AND STUDENTS, QUESTIONNAIRES, AND RELATED CASE STUDY METHODS, 10 AMERICAN SPECIALISTS ON ENGLISH AND ENGLISH EDUCATION COMPARED PRACTICES WITH THOSE PREVIOUSLY OBSERVED BETWEEN 1963 AND 1965 IN 158 SELECTED AMERICAN HIGH SCHOOL PROGRAMS (COOPERATIVE RESEARCH PROJECT 1994). THE FINDINGS, INTERPRETED IN THE LIGHT OF RECENT DEVELOPMENTS IN BRITISH EDUCATION, COMPARE BRITISH AND AMERICAN PRACTICES IN SEVERAL AREAS--THE ORGANIZATION AND ADMINISTRATION OF SECONDARY ENGLISH PROGRAMS, LITERATURE, COMPOSITION, LANGUAGE, SPEECH AND ORAL ENGLISH, DRAMA, AND TEACHER EDUCATION. AMONG MAJOR DIFFERENCES REPORTED IN BRITISH SCHOOLS ARE A LACK OF CONTINUITY AND STRUCTURE IN OVERALL CURRICULUM DESIGN, EMPHASIS ON CREATIVE AND EXPRESSIVE ACTIVITY, DE-EMPHASIS ON ACQUISITION OF KNOWLEDGE, INCULCATION OF FAVORABLE PUPIL ATTITUDES, AND SUCCESSFUL PROGRAMS FOR NONACADEMIC PUPILS. (POSSIBLE IMPLICATIONS FOR AMERICAN PRACTICE ARE DISCUSSED THROUGHOUT THE REPORT.) (AUTHOR)

290

ED018843 48 EA001134
EDUCATION RESEARCH IN YUGOSLAVIA.
BRAHAM, RANDOLPH L.
CITY UNIV. OF NEW YORK, N.Y. CITY COLL.
BR-6-1002
31P.

/ EDUCATIONAL FINANCE/ EDUCATIONAL HISTORY/ *EDUCATIONAL IMPROVEMENT / EDUCATIONAL PROBLEMS/ *EDUCATIONAL RESEARCH/ *HIGHER EDUCATION/ *INSTITUTIONS/ ORGANIZATION/ RESEARCH PROJECTS/ SCHOOL PERSONNEL/ SCIENCE INSTITUTES/ SOCIALIZATION/ *TEACHER EDUCATION
/ NEW YORK CITY/ YUGOSLAVIA

THIS STUDY SURVEYS THE ORGANIZATION, SCOPE, STRUCTURE, AND FUNCTION OF INSTITUTIONS ENGAGED IN EDUCATIONAL RESEARCH IN THE SOCIALIST FEDERAL REPUBLIC OF YUGOSLAVIA. METHODOLOGY EMPLOYED IN THE STUDY IS BASED ON PERSONAL OBSERVATION, PUBLISHED MATERIALS, AND EXTENSIVE INTERVIEWS WITH LEADING YUGOSLAV EDUCATORS, SCHOLARS, AND GOVERNMENT OFFICIALS. ALTHOUGH EDUCATION RESEARCH IN YUGOSLAVIA IS CONDUCTED UNDER THE AUSPICES OF (1) SCIENTIFIC INSTITUTES, (2) INSTITUTES FOR THE ADVANCEMENT OF EDUCATION, (3) INSTITUTIONS OF HIGHER LEARNING, AND (4) TEACHER-TRAINING INSTITUTES, IT IS CONDUCTED LARGELY BY THE THREE SCIENTIFIC INSTITUTES AND THE 11 INSTITUTES FOR THE ADVANCEMENT OF EDUCATION. (DG)

291

ED020195 24 TE499938
ADOLESCENTS IN TWO SOCIETIES--PEERS, SCHOOL, AND FAMILY IN THE UNITED STATES AND DENMARK. FINAL REPORT. VOLUMES I AND II.

KANDEL, DENISE B. ; AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS. LAB. OF HUMAN DEVELOPMENT.
BR-5-0370; PROJ-NO-2139
JAN68
OEC-4-10-069
531P.

/ ADOLESCENCE/ *ADOLESCENTS/ *AMERICAN CULTURE/ BELIEFS/ *CULTURAL DIFFERENCES/ CULTURAL TRAITS/ FAMILY INFLUENCE/ FOREIGN CULTURE/ GOAL ORIENTATION/ HIGH SCHOOL STUDENTS/ PARENT INFLUENCE/ PARENT RESPONSIBILITY/ *PARENT STUDENT RELATIONSHIP/ PEER ACCEPTANCE/ PEER RELATIONSHIP/ SOCIAL INFLUENCES/ SOCIAL STATUS/ STUDENT BEHAVIOR/ *STUDENT SUBCULTURES

/ DENMARK/ UNITED STATES

THE PURPOSES OF THIS STUDY WERE (1) TO EXAMINE THE RELATIVE INFLUENCE UPON ADOLESCENTS OF PEERS AND FAMILIES, (2) TO COMPARE THESE INFLUENCES IN TWO SOCIETIES, THE UNITED STATES AND DENMARK, AND (3) TO DESCRIBE THE INTERNAL STRUCTURE AND OPERATION OF ADOLESCENT SUBCULTURES IN THE TWO SOCIETIES. DATA WERE COLLECTED ON ALL STUDENTS IN THREE AMERICAN HIGH SCHOOLS (N-2327) AND 12 DANISH SECONDARY SCHOOLS (N-1552) USING A STRUCTURED QUESTIONNAIRE. DATA ALSO WERE OBTAINED FROM 68 PERCENT OF THE STUDENTS' MOTHERS IN AMERICA AND 75 PERCENT IN DENMARK. RESULTS INDICATE THAT THE ADOLESCENT SUBCULTURES IN BOTH CULTURES ARE NOT SEPARATE OR ISOLATED SUBSOCIETIES BUT RATHER REFLECT THE ORIENTATION OF THE LARGER SOCIETIES SURROUNDING THEM. THE DATA, IN CONTRAST TO EARLIER THEORIES, SUGGEST THAT IN IMPORTANT AREAS OF BEHAVIOR AND ATTITUDE, ADOLESCENTS DISPLAY HIGH CONCORDANCE WITH BOTH PARENTS AND PEERS, OR LOW CONCORDANCE WITH BOTH. ADULTS AND ADOLESCENTS IN AMERICA ARE MORE CONCERNED THAN THE DANES WITH WINNING THE REGARD OF OTHERS. (AUTHOR)

292

ED020918 24 SE004937

THE EFFECTS OF NATIONAL SCIENTIFIC STYLE ON THE UNDERSTANDING OF SCIENTIFIC INNOVATION--SPECIAL RELATIVITY, A CASE HISTORY. FINAL REPORT.

GOLDBERG, STANLEY
ANTIOCH COLL., YELLOW SPRINGS, OHIO.
BR-5-8280
19JUN68
OEG-4-10-222
148P.

/ *CHANGE AGENTS/ EDUCATIONAL HISTORY/ INNOVATION/ *PHYSICS/ *RELATIVITY/ SCIENCE EDUCATION/ SCIENCE EDUCATION HISTORY/ SCIENCE HISTORY/ *SCIENTIFIC ENTERPRISE

/ EINSTEIN/ ENGLAND/ FRANCE/ GERMANY/ UNITED STATES

COMPARED ARE THE RESPONSES TO EINSTEIN'S THEORY OF RELATIVITY IN FOUR COUNTRIES BETWEEN THE YEARS 1905 AND 1911. THE COUNTRIES STUDIED ARE GERMANY, FRANCE, ENGLAND, AND THE UNITED STATES. ON THE BASIS OF THE RESPONSE, NATIONAL SCIENTIFIC STYLES ARE IDENTIFIED, AND THESE

STYLES ARE RELATED TO PREVIOUS NATIONAL CHARACTERISTICS OF DOING SCIENCE AND TO THE STRUCTURE OF THE EDUCATIONAL SYSTEM IN THE FOUR COUNTRIES. (DS)

293

ED022780 24 TE499976
THE GENESIS OF A MODEL CITIZEN IN COMMUNIST CHINA: TRANSLATION AND ANALYSIS OF SELECTED CHINESE COMMUNIST ELEMENTARY SCHOOL READERS. FINAL REPORT.
DOOLIN, DENNIS J.; RIDLEY, CHARLES P.
STANFORD UNIV., CALIF. HOOVER INSTITUTION ON WAR, REVOLUTION, AND PEACE.
RMQ66004
BR-7-1137
JUN 68
OEG-1-7-071137-4297
713P.

/ BEHAVIOR DEVELOPMENT/ *CHILD DEVELOPMENT/ CHILDRENS BOOKS/ CHINESE CULTURE/ CITIZENSHIP RESPONSIBILITY/ EDUCATIONAL PSYCHOLOGY/ EDUCATIONAL THEORIES/ ELEMENTARY EDUCATION/ *ELEMENTARY SCHOOL STUDENTS/ ELEMENTARY SCHOOL TEACHERS/ *LANGUAGE ARTS/ MORAL VALUES/ *POLITICAL INFLUENCES/ READING INSTRUCTION/ *READING MATERIALS/ TEACHING TECHNIQUES
/ *COMMUNIST CHINA

THIS DOCUMENT CONSISTS OF A TRANSLATION AND ANALYSIS OF A SET OF GRAMMAR "READERS" IN USE IN COMMUNIST CHINA IN THE FIRST FIVE GRADES OF ELEMENTARY SCHOOL FROM ABOUT 1958 THROUGH 1966. THE ANALYSIS BEGINS WITH A DISCUSSION OF THE BACKGROUND AND SOURCES OF THE SELECTIONS IN THE "READERS," PROCEEDS TO A DISCUSSION OF MORAL AND PATRIOTIC EDUCATION IN COMMUNIST CHINA SINCE 1949, AND TO AN OUTLINE OF MORE RECENT WORK IN EDUCATIONAL PSYCHOLOGY. FOLLOWING THIS, A REVIEW IS PRESENTED OF TECHNIQUES OF TEACHING READING AS ADVOCATED BY CHINESE EDUCATIONAL THEORISTS. IN ADDITION, A NUMBER OF TEACHING OUTLINES FOR SELECTIONS IN THE "READERS" ARE ALSO INCLUDED. IN THE ACTUAL ANALYSIS OF THE "READERS," EACH SELECTION IS ANALYZED ON THE BASIS OF ITS TOPIC AND ITS MANIFEST THEMES, WHICH ARE CLASSIFIED IN THREE CATEGORIES: INFORMATIONAL, POLITICAL, AND BEHAVIORAL. THE DOMINANT EMPHASES OF THE "READERS" WERE DETERMINED FROM THE TOTAL SCORES FOR THESE CATEGORIES. FROM THIS INFORMATION, A PROFILE WAS DRAWN OF THE "IDEAL" OR "MODEL" CHILD, THAT IS, THE CHILD WHO WOULD HAVE ADOPTED THE POLITICAL ATTITUDES AND BEHAVIORAL NORMS OF THE "READERS" AS HIS OWN. THE STUDY CONCLUDES WITH A DISCUSSION OF CONFLICTING VALUES IN THE "READERS" AND THEIR IMPLICATIONS. (AUTHOR)

294

ED023157 24 EA001610
THE USE OF THE HOUSE SYSTEM IN COMPREHENSIVE SCHOOLS IN ENGLAND AND WALES. FINAL REPORT.
POUNDS, RALPH L.
CINCINNATI UNIV., OHIO.
RMQ66004
BR-6-8360
MAR 68
OEC-3-6-068360-1714
155P.

/ ABILITY GROUPING/ ADMINISTRATIVE PERSONNEL/ COMPARATIVE EDUCATION/ *COMPREHENSIVE HIGH SCHOOLS/ COUNSELING/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PHILOSOPHY/ *HOUSE PLAN/ OCCUPATIONAL GUIDANCE/ *PRIVATE SCHOOLS/ *SCHOOL ORGANIZATION/ SECONDARY SCHOOLS/ STUDENT ALIENATION
/ ENGLAND/ UNITED STATES/ WALES

USING DATA COLLECTED THROUGH INTERVIEWS WITH HEADMASTERS, OTHER ADMINISTRATIVE PERSONNEL, TEACHERS, AND PUPILS FROM A RANDOM STRATIFIED SAMPLE OF 33 COMPREHENSIVE SCHOOLS IN ENGLAND AND WALES, A STUDY WAS CONDUCTED OF THE USE OF THE HOUSE SYSTEM, WITH SCHOOLS CLASSIFIED INTO FOUR TYPES: USING THE HOUSE SYSTEM EXTENSIVELY, 11; USING IT MODERATELY, 7; USING IT MINIMALLY, 13; NOT USING THE HOUSE SYSTEM , 2. NUMBER OF PUPILS PER HOUSE RANGED FROM 95 TO 500, WITH A MEDIAN OF 180. COMPARISONS WERE MADE WITH DATA FROM EIGHT PRIVATE AND 34 PUBLIC AMERICAN SCHOOLS USING THE HOUSE PLAN. INCLUDED IN THE REPORT ARE A SUMMARY OF RELATED LITERATURE, A BRIEF HISTORY OF BRITISH EDUCATION WITH SPECIAL REFERENCE TO COMPREHENSIVE SCHOOLS, AND IMPLICATIONS OF THE STUDY FOR ORGANIZATIONAL CHANGE OF LARGE HETEROGENEOUS HIGH SCHOOLS IN THE UNITED STATES. SAMPLE QUESTIONNAIRES AND AN EXTENSIVE BIBLIOGRAPHY ARE APPENDED. (JK)

295

ED026030 24 HE000540
A STUDY OF THE PROBLEMS OF ITALIAN UNIVERSITIES AND CURRENT PLANS FOR INDUCING CHANGE. FINAL REPORT.
ANELLO, MICHAEL
BOSTON COLL., CHESTNUT HILL, MASS.
RMQ66004
BR-6-8799
NOV 68
OEG-1-7-06799-2990
59P.

/ *EDUCATIONAL CHANGE/ *EDUCATIONAL DEMAND/ EDUCATIONAL FACILITIES/ EDUCATIONAL PRACTICE/ *HIGHER EDUCATION/ *POLITICAL INFLUENCES/ SCHOOL INDUSTRY RELATIONSHIP/ TRADITIONAL SCHOOLS/ *UNIVERSITY ADMINISTRATION

AN OUTMODED UNIVERSITY SYSTEM, GEARED ALONG ARISTOCRATIC LINES, CAUSES GROWING UNREST AMONG UNIVERSITY RECTORS, FACULTY, INDUSTRIAL AND BUSINESS LEADERS, AND STUDENTS. THE ITALIAN UNIVERSITY PROVIDES TRAINING IN LAW, ECONOMICS, COMMERCE AND PHILOSOPHY WITHIN A RIGID STRUCTURE WHICH PERMITS ENTRANCE ONLY TO A SELECT FEW, YET ITALY'S EXPANDING ECONOMIC AND TECHNOLOGICAL DEVELOPMENT REQUIRES ABOUT 100,000 PEOPLE TRAINED IN SCIENTIFIC AND TECHNOLOGICAL FIELDS. CONCERNED GOVERNMENT AND EDUCATION OFFICIALS ARE ATTEMPTING TO IMPLEMENT CHANGES THAT WILL RELATE THE UNIVERSITY TO MODERN SOCIETY BUT SEVERAL FACTORS IMPEDE MEANINGFUL UNIVERSITY REFORM. MAJOR PROBLEMS INHIBITING CHANGE INCLUDE AN UNSTABLE POLITICAL SYSTEM, TRADITIONALIST PROFESSORS WHO FEAR THE LOSS OR PRESTIGE AND POLITICAL INFLUENCE ATTACHED TO THEIR POSITIONS, THE LACK OF AUTONOMY OF THE UNIVERSITIES (THEIR FUNCTIONS ARE DETERMINED BY LAW), THE CONCENTRATION OF HIGHER EDUCATION INSTITUTIONS IN NORTHERN ITALY ONLY, A SHORTAGE OF PROFESSORS, AND A GROWING STUDENT PROTEST MOVEMENT. ITALY'S 1959 10-YEAR DEVELOPMENT PLAN PROVIDED FOR FUNDS THAT WOULD FACILITATE EDUCATIONAL REFORM. SINCE THAT TIME SEVERAL REVISIONS AND EXTENSIONS HAVE BEEN MADE BY SEVERAL GOVERNMENTS, BUT THE ORIGINAL BILL HAS YET TO BE PASSED BY PARLIAMENT. THE STUDENT MOVEMENT IS MAKING SOME IMPACT WITH PROTESTS STRENGTHENED BY A GROWING POLITICAL POWER, BUT MANY PROBLEMS REMAIN. THE REPORT OFFERS RECOMMENDATIONS FOR ADDITIONAL STUDY AND RESEARCH. (WM)

296

ED027808 24 FL001276 JAN 69

A COMPARISON OF EDUCATIONAL RESEARCH ORGANIZATIONS AND METHODS, AND THEIR RESPECTIVE INFLUENCE ON SECONDARY SCHOOL PRACTICES, IN POLAND, YUGOSLAVIA, CZECHOSLOVAKIA AND THE U.S.S.R. FINAL REPORT.

JOHNSON, WILLIAM H.E.
PITTSBURGH UNIV., PA.
BBB01540; RMQ66004
BR-7-8005
OEG-1-7-008005-2063
94P.

/ BIBLIOGRAPHIES/ *COMMUNISM/ COMPARATIVE ANALYSIS/ COMPARATIVE EDUCATION/ EDUCATIONAL INNOVATION/ EDUCATIONAL PRACTICE/ *EDUCATIONAL RESEARCH/ *EDUCATIONAL STATUS COMPARISON/ EDUCATIONAL STRATEGIES/ EDUCATIONAL THEORIES/ FIELD INTERVIEWS/ *FOREIGN COUNTRIES/ LEADER PARTICIPATION/ OBSERVATION/ POLICY FORMATION/ RESEARCH METHODOLOGY/ RESEARCH PROJECTS/ *RESEARCH UTILIZATION

/ CZECHOSLOVAKIA/ POLAND/ U.S.S.R./ YUGOSLAVIA

A STUDY CONDUCTED IN POLAND, YUGOSLAVIA, CZECHOSLOVAKIA, AND THE U.S.S.R. REPORTS HOW THESE COUNTRIES FUNCTIONED IN BRIDGING THE TRADITIONAL GAP BETWEEN THE DEVELOPMENT OF THEORETICAL RESEARCH IN EDUCATION AND THE ACHIEVEMENT OF THE DESIRED REFORMS IN SCHOOL POLICIES AND PRACTICES. THE CHOICE OF COMMUNIST DICTATORSHIPS AS STUDY SUBJECTS WAS BASED ON THE WIDESPREAD BELIEFS THAT DICTATORSHIPS CAN EFFECT CHANGE MORE RAPIDLY AND ON A WIDER SCALE THAN A DEMOCRACY AND

THAT COMMUNIST COUNTRIES EXPEND ENORMOUS MONETARY AND HUMAN RESOURCES ON EDUCATION. IN POLAND, YUGOSLAVIA, AND CZECHOSLOVAKIA RESEARCH FINDINGS WERE BASED ON INTERVIEWS WITH AND OBSERVATIONS OF PEOPLE VITAL TO THE FIELD OF EDUCATION IN UNIVERSITIES, GOVERNMENT AGENCIES, AND SECONDARY SCHOOLS IN 1967. TOPICS OF DISCUSSION CENTERED ON PUBLISHED PEDAGOGICAL WORKS, ASPECTS OF TEACHING, AND RESEARCH IN PROGRESS. AN EXTENSIVE BIBLIOGRAPHY, BY COUNTRY, OF WORKS RELATED TO EDUCATION IN THESE COUNTRIES IS INCLUDED. MATERIAL BASED ON THE INCOMPLETED STUDY CONDUCTED IN 1965 ON THE SOVIET UNION APPEARS AS AN APPENDIX TO THE REPORT. (CW)

297

ED029365 24 EA002145

THE SECONDARY SCHOOL SYSTEM IN THE NETHERLANDS: SOME SOCIAL CONSEQUENCES OF STREAMING. FINAL REPORT.

LENNARDS, JOSEPH L.
PRINCETON UNIV., N.J.
RMQ66004
BR-7-8136
JAN 69
OEC-1-7-078136-2655
36P.

HC NOT AVAILABLE FROM EDRS.

/ *ABILITY GROUPING/ COMPETITIVE SELECTION/ EDUCATIONAL OPPORTUNITIES/ EDUCATIONAL RESEARCH/ EQUAL EDUCATION/ LITERATURE REVIEWS/ *OCCUPATIONAL ASPIRATION/ OCCUPATIONAL CHOICE/ *SECONDARY SCHOOLS/ *SOCIAL CLASS/ SOCIAL DIFFERENCES/ SOCIAL INFLUENCES/ *SOCIAL MOBILITY/ SOCIOECONOMIC BACKGROUND

/ *THE NETHERLANDS

AS THE MAJOR INSTRUMENT FOR THE DISCOVERY AND TRAINING OF TALENT, THE SCHOOL IN CONTEMPORARY TECHNOLOGICAL SOCIETY PLAYS AN INCREASINGLY DETERMINISTIC ROLE IN THE SELECTION OF INDIVIDUALS FOR PARTICULAR OCCUPATIONS AND, HENCE, PARTICULAR POSITIONS IN THE SOCIAL HIERARCHY. THE NETHERLANDS WAS CHOSEN AS A RESEARCH SITE BECAUSE THE CONSEQUENCES OF EDUCATIONAL SELECTION WERE ANTICIPATED AS BEING PARTICULARLY PRONOUNCED WHERE STREAMING IS A WELL ESTABLISHED PRACTICE. TO DEMONSTRATE THE IMPORTANCE OF ANALYZING SCHOOLS AS MECHANISMS OF SOCIAL SELECTION, QUESTIONNAIRES WERE ADMINISTERED TO ALL THE FOURTH-YEAR BOY STUDENTS (1,239) ATTENDING A SELECTED SAMPLE OF 44 SECONDARY SCHOOLS AND REPRESENTING ALL SOCIOECONOMIC LEVELS. RESULTS OF THE STUDY INDICATED THAT STREAMING TENDS TO MAINTAIN THE PRESENT SYSTEM OF SOCIAL STRATIFICATION IN TWO WAYS. FIRST, IT FUNCTIONS AS A "COOLING-OUT" MECHANISM BY BRINGING ASPIRATIONS IN LINE WITH EXPECTATIONS, AND, SECOND, IT REDUCES OBJECTIVE DISTRIBUTION OF TALENT BY CREATING A SOCIAL DISTANCE BETWEEN CERTAIN CLASSES AND CERTAIN TYPES OF SCHOOLS. STREAMING WAS ALSO FOUND TO CONTRIBUTE TO THE MAINTENANCE OF PATTERNS OF DEFERENCE TO THE OPINIONS OF AN EDUCATED ELITE. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT (AUTHOR/JK)

298

ED029730 24 RC003439
ORGANIZATION OF EDUCATIONAL PROGRAMS IN SPARSELY SETTLED AREAS OF THE WORLD.
EDINGTON, EVERETT D.
NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.
RMQ66000
BR-6-2469
JUN 69
OEC-4-6-062469-1574
20P.; PAPER PRESENTED AT THE INTERNATIONAL CONFERENCE ON ARID LANDS IN A CHANGING WORLD (UNIVERSITY OF ARIZONA, TUCSON, ARIZONA, JUNE 3-13, 1969)

/ *COMPARATIVE EDUCATION/ *EDUCATIONAL INNOVATION/ EDUCATIONAL NEEDS / *EDUCATIONAL PLANNING/ ELEMENTARY EDUCATION/ *INTERNATIONAL EDUCATION/ POPULATION DISTRIBUTION/ PRIMARY EDUCATION/ *RURAL EDUCATION/ SECONDARY SCHOOLS/ UNIVERSAL EDUCATION/ VOCATIONAL EDUCATION

ONLY ONE-THIRD OF THE WORLD'S POPULATION PRESENTLY LIVES IN COUNTRIES WHERE AS MUCH AS A COMPLETE PRIMARY EDUCATION IS PROVIDED FOR CHILDREN IN RURAL AREAS. WHILE THE NUMBER OF ONE-TEACHER SCHOOLS IN THE UNITED STATES HAS DECREASED FROM 148,711 IN 1930 TO 15,018 IN 1961, A SIMILAR TREND IS NOT TAKING PLACE AS RAPIDLY IN OTHER AREAS OF THE WORLD, RESULTING IN A CONTINUATION OF ALREADY INADEQUATE EDUCATIONAL PROGRAMS AT BOTH THE PRIMARY AND SECONDARY LEVELS. INNOVATIVE PROGRAMS IN RURAL EDUCATION ARE, HOWEVER, BEGINNING TO EMERGE THROUGHOUT THE WORLD. FOR A NUMBER OF YEARS IN NEW SOUTH WALES, FOR INSTANCE, THERE HAVE BEEN MOBIL INSTRUCTIONAL UNITS WHICH SERVE REMOTE AREAS. A RECENT STUDY IN ALASKA RECOMMENDS THE BUILDING OF 6 REGIONAL BOARDING HIGH SCHOOLS IN REMOTE ALASKAN REGIONS BY 1975, WITH 8 ADDITIONAL BOARDING SCHOOLS PLANNED FOR 1980. GOALS DEVELOPED DURING A RECENT CONFERENCE OF AFRICAN STATES FOR THE DEVELOPMENT OF EDUCATION IN AFRICA INCLUDE UNIVERSAL PRIMARY EDUCATION IN THIS CENTURY, WITH PROVISIONS FOR AT LEAST 20% OF ALL CHILDREN LEAVING PRIMARY SCHOOLS TO ENROLL IN SECONDARY SCHOOLS. THE TOTAL EMPHASIS WORLDWIDE APPEARS TO BE ON PRE-VOCATIONAL AND VOCATIONAL EDUCATION, AND ORGANIZATION AND ADMINISTRATION OF EDUCATION, IN ADDITION TO INCREASING PRIMARY AND SECONDARY SCHOOLING OPPORTUNITIES. (EV)

299

ED029793 24 SE006763
REFORMS IN MATHEMATICS EDUCATION FOR SECONDARY SCHOOLS: HISTORICAL TRENDS IN RUSSIAN AND AMERICAN EDUCATION, FINAL REPORT.
JAHN, HARVEY R.; MEDLIN, WILLIAM K.
MICHIGAN UNIV., ANN ARBOR.
RMQ66004
BR-7-E-021
FEB 69
OEC-1-7-070021-5012
395P.

EDRS PRICE MF-$1.50 HC-$19.85

/ ALGEBRA/ *CURRICULUM DEVELOPMENT/ *EDUCATIONAL POLICY/ GEOMETRY/ HISTORY/ *MATHEMATICS EDUCATION/ *SECONDARY SCHOOL MATHEMATICS/ *SOCIOECONOMIC INFLUENCES

THE DEVELOPMENT OF EDUCATIONAL POLICY IN RUSSIA DURING THE SOVIET PERIOD, 1917-1930, AND THE RELATIONSHIP OF THAT POLICY TO RUSSIA'S EDUCATIONAL HERITAGE WAS INVESTIGATED. ANALYZED WAS THE EXTENT TO WHICH EDUCATIONAL POLICIES UNDER THE NEW REGIME ACTUALLY SUCCEEDED IN DEPARTING FROM CULTURAL PATTERNS ESTABLISHED IN THE OLDER SOCIETY. SINCE MATHEMATICS EDUCATION IS LESS SUSCEPTIBLE THAN MANY OTHER DISCIPLINES TO IDEOLOGICAL INROADS, IT PROVIDED A PARTICULARLY GOOD VEHICLE FOR DETERMINING THE AMOUNT AND QUALITY OF A KEY SEGMENT OF CULTURAL HERITAGE TRANSMITTED FROM ONE GENERATION TO ANOTHER. THIS RESEARCH INDICATES THAT MATHEMATICS EDUCATION HAS RETAINED SIGNIFICANT AMOUNTS OF ITS HERITAGE THROUGHOUT THE PERIOD. THE PROBABLE SIGNIFICANCE OF THE SOVIET EXPERIENCE FOR DEVELOPING NATIONS IS CLEAR: AMBITIOUS EDUCATIONAL BORROWING FROM MORE ADVANCED INDUSTRIAL COUNTRIES, AND BOLD NEW STROKES OF REFORM BY REVOLUTIONARY IDEALISTS, DO NOT EASILY FIT INTO THE SOCIAL AND CULTURAL CONTEXT OF THE TIME AND PLACE. (RP)

300

ED033469 24 EA002595

EVALUATION OF THE EFFECTIVENESS OF EDUCATIONAL SYSTEMS. FINAL REPORT. VOLUME I.

BRESSLER, MARVIN; TUMIN, MELVIN M.

PRINCETON UNIV., N.J.

RMQ66004

BR-6-2023

APR 69

OEG-1-7-1062023-0164

447P.

HC NOT AVAILABLE FROM EDRS.

/ CLASSIFICATION/ *COMPARATIVE EDUCATION/ *CROSS CULTURAL STUDIES/ DEVELOPED NATIONS/ *EDUCATIONAL OBJECTIVES/ EDUCATIONAL PROGRAMS/ EDUCATIONAL THEORIES/ *MODELS/ PERFORMANCE CRITERIA/ PRIMARY EDUCATION / *PROGRAM EVALUATION/ SECONDARY EDUCATION/ SOCIAL SYSTEMS/ TAXONOMY / ENGLAND/ FRANCE/ ITALY/ NETHERLANDS/ UNITED STATES/ WEST GERMANY

VOLUME I DISCUSSES THE BACKGROUND, FINDINGS AND ANALYSIS, AND CONCLUSIONS AND RECOMMENDATIONS OF A TWO-VOLUME STUDY AIMED AT DEVELOPING A CROSS-NATIONAL MODEL TO ENABLE THE UNITED STATES AND FIVE EUROPEAN DEMOCRACIES, ENGLAND, FRANCE, ITALY, THE NETHERLANDS, AND WEST GERMANY, TO MAKE MORE ADEQUATE ESTIMATES OF THE EFFECTIVENESS OF THEIR PRIMARY AND SECONDARY SCHOOLS. TWO MAJOR TASKS ATTEMPTED WERE THE DEVELOPMENT OF TAXONOMY FOR THE CLASSIFICATION OF CLAIMED AND CONFIRMED EDUCATIONAL OUTCOMES AND A COMPREHENSIVE MEASURE TO INDICATE A GROSS EDUCATIONAL PRODUCT. APPENDICES INCLUDE AN ANNOTATED BIBLIOGRAPHY ON THE AIMS AND OUTCOMES OF EDUCATION AND A CASE STUDY OF THE APPLICATION OF THE MODEL OF EDUCATIONAL GOALS AND OUTCOMES TO MATERIALS PUBLISHED BY EDUCATIONAL SOURCES IN NEW JERSEY. TWO ARTICLES, "EVALUATION OF EDUCATIONAL GOALS" AND "PROBLEMS IN THE

THEORY AND METHOD OF THE CLASSIFICATION OF OUTCOMES," ARE INCLUDED. A RELATED DOCUMENT IS VOLUME II, EA 002 596. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MF)

301

ED033470 24 EA002596
EVALUATION OF THE EFFECTIVENESS OF EDUCATIONAL SYSTEMS. FINAL REPORT. VOLUME II.
BRESSLER, MARVIN; TUMIN, MELVIN M.
PRINCETON UNIV., N.J.
RMQ66004
BR-6-2023
APR 69
OEG-1-7-1062023-0164
567P.
HC NOT AVAILABLE FROM EDRS.
/ CLASSIFICATION/ *COMPARATIVE EDUCATION/ *CROSS CULTURAL STUDIES/ CURRICULUM/ *EDUCATIONAL OBJECTIVES/ EDUCATIONAL PROBLEMS/ EDUCATIONAL RESEARCH/ *MODELS/ PRIMARY EDUCATION/ *PROGRAM EVALUATION/ SECONDARY EDUCATION/ VALUES
/ ENGLAND/ FRANCE/ ITALY/ NETHERLANDS/ UNITED STATES/ WEST GERMANY

THIS REPORT IS THE SECOND VOLUME OF A STUDY AIMED AT DEVELOPING A CROSS-NATIONAL MODEL TO ESTIMATE THE EFFECTIVENESS OF PRIMARY AND SECONDARY SCHOOLS IN THE UNITED STATES AND FIVE EUROPEAN COUNTRIES. THE FOLLOWING ARTICLES ARE INCLUDED: (1) "EDUCATIONAL GOALS AND OUTCOMES IN ENGLAND," (2) "MAJOR CHANGES IN FRENCH EDUCATION IN THE TWENTIETH CENTURY," (3) "THE AIMS OF EDUCATION IN WESTERN GERMANY: THEIR MANIFESTATIONS AND SOCIAL DETERMINANTS," (4) "THE AIMS, VALUES, AND CONTENT OF EDUCATION AS MANIFESTED IN THE CURRICULUM IN WEST GERMAN SCHOOLS," (5) "EDUCATIONAL GOALS IN ITALY," (6) "EDUCATIONAL GOALS IN THE NETHERLANDS," (7) "ON THE DEFINITION OF GOALS AND THE CLASSIFICATION OF OUTCOMES," (8) "EDUCATIONAL PROBLEMS AND THE SITUATION OF EDUCATIONAL RESEARCH IN THE NETHERLANDS." ARTICLE (2) IS IN FRENCH, ARTICLES (3) AND (4) ARE IN GERMAN, AND THE REMAINDER ARE IN ENGLISH. A RELATED DOCUMENT IS VOLUME I, EA 002 595. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MF)

302

ED033636 24 FL001477
CROSS-NATIONAL STUDY OF EDUCATIONAL ATTAINMENT: STAGE I OF THE I.E.A. INVESTIGATION IN SIX SUBJECT AREAS. VOLUME II, BOOKLET 5 FRENCH AS A FOREIGN LANGUAGE, ENGLISH AS A FOREIGN LANGUAGE, CIVIC EDUCATION, ATTITUDE AND DESCRIPTION SCALES.
BLOOM, BENJAMIN S.; AND OTHERS
CHICAGO UNIV., ILL.; INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT, HAMBURG (WEST GERMANY).
RMQ66004
BR-6-2527
FEB 69

OEG-3-6-062527-2226
679P.

/ ACHIEVEMENT TESTS/ ANSWER KEYS/ ATTITUDES/ *BILINGUALISM/ CARTOONS / *CIVICS/ *COGNITIVE TESTS/ *ENGLISH (SECOND LANGUAGE)/ *FRENCH/ ILLUSTRATIONS/ INTERNATIONAL ORGANIZATIONS/ LANGUAGE TESTS/ LISTENING COMPREHENSION/ MULTIPLE CHOICE TESTS/ OBJECTIVE TESTS/ PROGRAMED TEXTS / READING/ SECOND LANGUAGE LEARNING/ SPEAKING/ WRITING

/ UNESCO/ UNITED NATIONS EDUCATIONAL SCIENTIFIC CULTURAL ORG

THIS FIFTH BOOKLET INCLUDED IN THE SECOND OF A TWO-VOLUME CROSS-NATIONAL STUDY OF EDUCATIONAL ATTAINMENT IS A COMPILATION OF COGNITIVE TESTS PREPARED FOR FOUR FUNDAMENTAL STUDENT GROUPINGS IN THE AREAS OF FRENCH AS A FOREIGN LANGUAGE, ENGLISH AS A FOREIGN LANGUAGE, AND CIVIC EDUCATION. TEST BOOKLETS, PERTINENT SCRIPTS OF TAPED MATERIAL, TEST INSTRUCTIONS, AND SCORING KEYS ARE PROVIDED. A MULTIPLE COMBINATION OF FRENCH LISTENING, READING, SPEAKING, AND WRITING TESTS IS PRESENTED. THE ENGLISH SERIES INCLUDE SEVERAL READING AND LISTENING TESTS WHILE TRADITIONAL WRITING AND SPEAKING TESTS ARE PROJECTED. THE CIVIC EDUCATION SECTION CONTAINS TEST AND SUPPLEMENTARY QUESTIONS. ATTITUDE SCALES ARE FORTHCOMING FOR: (1) FRENCH AND ENGLISH SHOWING INTEREST IN THE FOREIGN LANGUAGE AND ATTITUDES TOWARDS LEARNING THE LANGUAGE AS A SCHOOL SUBJECT, AND (2) CIVIC EDUCATION INDICATING CITIZENSHIP ATTITUDES, ATTITUDES TOWARD EGALITARIANISM, AND PERCEPTUAL AWARENESS OF THE COMMUNITY. TEST QUESTIONS ARE LARGELY OF A MULTIPLE-CHOICE, MATCHING, DICTATION, OR COMPLETION TYPE NATURE AND ALLOW FOR QUICK SCORING. CARTOON FIGURES AND ILLUSTRATIONS ARE USED FREQUENTLY TO ILLUSTRATE TEST QUESTIONS OR POSSIBLE ANSWERS. FOR COMPANION DOCUMENTS SEE EA 002 594 AND EA 002 615. (RL)

303

ED033967 72 TE499907 30 SEP 68

SOME PROBLEMS OF EDUCATING A NATIONAL MINORITY: A STUDY OF ISRAELI EDUCATION FOR ARABS.

EISENSTADT, S. N.; PERES, Y.
HEBREW UNIV., JERUSALEM (ISRAEL).
BBB02054; RMQ66004
BR-7-0963
OEG-1-7-070963-3121
124P.

/ *ARABS/ *BICULTURALISM/ CULTURAL DIFFERENCES/ CULTURAL INTERRELATIONSHIPS/ *CULTURE CONFLICT/ EDUCATIONAL ATTITUDES/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PRACTICE/ JEWS/ MAJORITY ATTITUDES/ MINORITY GROUP CHILDREN/ *MINORITY GROUPS/ MINORITY GROUP TEACHERS/ SECONDARY EDUCATION/ SOCIAL DISCRIMINATION/ SOCIOECONOMIC BACKGROUND

THIS STUDY WAS UNDERTAKEN TO EXAMINE THE EDUCATION OF ARAB YOUTH IN ISRAEL, WITH SPECIAL CONSIDERATION OF THE FOLLOWING FACTORS: (1) THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF THE ARAB MINORITY, (2) THE AIMS OF JEWISH AUTHORITIES REGARDING THE EDUCATION OF ARAB CHILDREN IN

ISRAEL, (3) THE STRUCTURE OF ARAB EDUCATION IN ISRAEL, AND (4) THE DEGREE OF SUCCESS OF SUCH EDUCATION IN RELATION TO ITS AIMS. HIGH SCHOOL STUDENTS, THEIR PARENTS, WORKING YOUTH, YOUNG ADULTS, AND TEACHERS WERE INTERVIEWED BY ARAB INTERVIEWERS USING AN OPEN-CLOSED TYPE OF QUESTIONNAIRE. IN ADDITION, AN ANALYSIS OF THE OFFICIAL CURRICULA IN HISTORY, LITERATURE, LANGUAGE, RELIGIOUS STUDIES, AND CITIZENSHIP WAS CARRIED OUT. MAJOR FINDINGS WERE (1) THAT SECONDARY EDUCATION HAS NOT MODERATED THE ANTAGONISTIC ATTITUDES OF ISRAELI ARABS TOWARD ISRAEL, THOUGH IT HAS REDUCED THEIR SOCIAL DISTANCE FROM JEWS, AND (2) THAT AMONG THE FACTORS CONTRIBUTING TO THE LACK OF EDUCATIONAL SUCCESS ARE OFFICIAL ISRAELI EDUCATIONAL AIMS THAT PREVENT ARAB PARTICIPATION AND IDENTIFICATION, AND PROBLEMS RELATED TO THE ROLE, RECRUITMENT, AND STATUS OF TEACHERS. (TABLES OF THE FINDINGS ARE INCLUDED.) (JM)

304

ED034290 24 EA002594
CROSS-NATIONAL STUDY OF EDUCATIONAL ATTAINMENT: STAGE I OF THE I.E.A. INVESTIGATION IN SIX SUBJECT AREAS. FINAL REPORT. VOLUME I.
BLOOM, BENJAMIN S.
CHICAGO UNIV., ILL.; INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT, HAMBURG (WEST GERMANY).
RMQ66004
BR-6-2527
FEB 69
OEG-3-6-062527-2226
386P.

/ *ACADEMIC ACHIEVEMENT/ CIVICS/ COGNITIVE TESTS/ CROSS CULTURAL STUDIES/ DATA PROCESSING/ *EDUCATIONAL RESEARCH/ *ELEMENTARY EDUCATION / ENGLISH (SECOND LANGUAGE)/ EVALUATION TECHNIQUES/ FRENCH/ INTERAGENCY COOPERATION/ *INTERNATIONAL EDUCATION/ LITERATURE/ MEASUREMENT INSTRUMENTS/ QUESTIONING TECHNIQUES/ READING COMPREHENSION / SCIENCE EDUCATION/ *SECONDARY EDUCATION
/ AUSTRALIA/ BELGIUM/ CHILE/ ENGLAND/ FEDERAL REPUBLIC OF GERMANY/ FINLAND/ FRANCE/ IEA/ INDIA/ *INTERNATIONAL EVALUATION EDUCATIONAL ACHIEVEMENT/ IRAN/ ITALY/ JAPAN/ NETHERLANDS/ NEW ZEALAND/ POLAND/ SCOTLAND/ SWEDEN/ THAILAND/ UNITED STATES
TWELVE CHAPTERS DESCRIBE AN 18-NATION STUDY OF EDUCATIONAL ATTAINMENT AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. PROFESSIONAL RESEARCHERS PARTICIPATED IN THE PROJECT, DEVELOPED THROUGH UNESCO AND CONDUCTED UNDER THE AUSPICES OF EDUCATIONAL RESEARCH CENTERS IN AUSTRALIA, BELGIUM, CHILE, ENGLAND, THE FEDERAL REPUBLIC OF GERMANY, FINLAND, FRANCE, INDIA, IRAN, ITALY, JAPAN, THE NETHERLANDS, NEW ZEALAND, POLAND, SCOTLAND, SWEDEN, THAILAND, AND THE UNITED STATES. SUBJECTS OF THE CHAPTERS INCLUDE: TESTING OF ACHIEVEMENT IN SCIENCE; READING COMPREHENSION; LITERATURE; FRENCH AS A SECOND LANGUAGE; ENGLISH AS A SECOND LANGUAGE; CIVIC EDUCATION; DEVELOPMENT OF MEASURING INSTRUMENTS; HYPOTHESES, SAMPLING DESIGNS, AND BETWEEN COUNTRY ANALYSES; PLANS FOR DATA COLLECTION; PROCESSING PROCEDURES; AND CONSEQUENCES OF IEA STUDIES ON EDUCATION RESEARCH AND POLICY

DECISIONS. TEN APPENDICES INCLUDE PROPOSALS FOR FUTURE IEA WORK AND BASIC TESTING RATIONALES. (AN EXPANDED AND REVISED VERSION OF APPENDIX F-1 APPEARS AS ED 018 431.) RELATED DOCUMENTS ARE VOLUME II, SECTIONS 1-4 AND 6, (EA 002 615) AND VOLUME II, SECTION 5, (FL001 477). (JK)

305

ED034300 24 EA002615
CROSS-NATIONAL STUDY OF EDUCATIONAL ATTAINMENT: STAGE I OF THE I.E.A. INVESTIGATION IN SIX SUBJECT AREAS. FINAL REPORT. VOLUME II.
BLOOM, BENJAMIN S.
CHICAGO UNIV., ILL.; INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT, HAMBURG (WEST GERMANY).
RMQ66004
BR-6-2527
FEB 69
OEG-3-6-062527-2226
678P.

/ EDUCATIONAL RESEARCH/ INTERNATIONAL EDUCATION/ *LITERATURE/ *MANUALS/ *MEASUREMENT INSTRUMENTS/ QUESTIONNAIRES/ RATING SCALES/ *READING COMPREHENSION/ RESEARCH AND DEVELOPMENT CENTERS/ *SCIENCES/ TESTS/ VERBAL ABILITY
/ IEA/ INTERNATIONAL EVALUATION EDUCATIONAL ACHIEVEMENT

INSTRUMENTS AND MANUALS PREPARED FOR THOSE CONDUCTING THE RESEARCH OF THE IEA PROJECT COMPRISE VOLUME II OF THE FINAL REPORT OF THE 18-NATION STUDY OF EDUCATIONAL ATTAINMENT AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. SECTION 1 INCLUDES TECHNICAL RESEARCH GUIDELINES FOR NATIONAL CENTERS, SCHOOL COORDINATORS, AND TEST ADMINISTRATORS. SECTION 2 IS COMPRISED OF SCIENCE TEST BOOKLETS AND QUESTIONNAIRES. SECTION 3 INCLUDES TESTING INSTRUMENTS FOR READING COMPREHENSION AND LITERATURE IN THE MOTHER TONGUE. SECTION 4 IS COMPRISED OF ALL WORD KNOWLEDGE TESTS, STUDENT QUESTIONNAIRES AND ATTITUDE AND DESCRIPTIVE SCALES, TEACHER QUESTIONNAIRES, AND THE SCHOOL QUESTIONNAIRE. SECTION 6 CONTAINS DESCRIPTIONS OF PARTICIPANTS IN THE IEA (INCLUDING COUNCIL MEMBERS, FULL-TIME STAFF, CONSULTANTS, INTERNATIONAL COMMITTEE MEMBERS) AND OF THE INSTITUTIONS, TECHNICAL OFFICERS, AND COMMITTEE MEMBERS FOR EACH OF THE NATIONS PARTICIPATING IN THE PROJECT. RELATED DOCUMENTS ARE VOLUME I, (EA 002 594) AND VOLUME II, SECTION 5 (FL 001 477). SOME ILLUSTRATIONS MAY BE OF POOR QUALITY WHEN REPRODUCED. (JK)

306

ED035109 24 EA002777
EDUCATION IN COLOMBIA.
RENNER, RICHARD R.
FLORIDA UNIV., GAINESVILLE.
RMQ66004
BR-7-1117
NOV 68

OEC-1-7-071117-5231
382P.

/ CATHOLIC SCHOOLS/ *CULTURAL FACTORS/ CURRICULUM/ EDUCATIONAL FINANCE/ *EDUCATIONAL HISTORY/ EDUCATIONAL PLANNING/ EDUCATIONAL TELEVISION/ *ELEMENTARY EDUCATION/ *HIGHER EDUCATION/ LITERACY EDUCATION/ PRESCHOOL EDUCATION/ PRIVATE SCHOOLS/ PROTESTANTS/ SCHOOL ADMINISTRATION/ *SECONDARY EDUCATION/ STUDY ABROAD/ TEACHER EDUCATION/ VOCATIONAL EDUCATION

/ ACCION CULTURAL POPULAR/ *COLOMBIA/ COLOMBIAN INSTITUTE FOR ADVANCED TRAINING ABROAD

THIS EXTENSIVE REPORT DESCRIBES COLOMBIAN EDUCATION UNDER 86 PRIMARY SUBHEADINGS IN 14 CHAPTERS, AS FOLLOWS: 1) THE NATIONAL SETTING, 2) CULTURAL AND SOCIAL INFLUENCES ON EDUCATION, 3) EDUCATIONAL LANDMARKS AND TRADITIONS, 4) SCHOOL ORGANIZATION AND ADMINISTRATION, 5) PLANNING AND DEVELOPMENT, 6) PRESCHOOL AND ELEMENTARY EDUCATION, 7) PUBLIC SECONDARY SYSTEM, 8) VOCATIONAL EDUCATION, 9) HIGHER EDUCATION, 10) TEACHERS AND THEIR PREPARATION, 11) PRIVATE AND CHURCH-SPONSORED EDUCATION, 12) OTHER PROGRAMS RELATED TO EDUCATION, 13) INTERNATIONAL AND FOREIGN EDUCATIONAL INFLUENCES, AND 14) SUCCESSES, PROBLEMS, AND PROSPECTS. SPECIAL ATTENTION IS GIVEN TO THE COUNTRY'S EDUCATIONAL HISTORY AND TO RECENT DEVELOPMENTS, INCLUDING A SIGNIFICANT EFFORT TO BRING ELEMENTARY EDUCATION TO THE RURAL MASSES THROUGH ACPO, A PROGRAM TEACHING LITERACY AND BASIC LIFE SKILLS BY RADIO. ANOTHER PROGRAM, CALLED ICETEX, HAS IMPROVED THE EDUCATIONAL OFFERINGS AVAILABLE TO COLOMBIAN UNIVERSITY STUDENTS AT HOME AND ABROAD. A BIBLIOGRAPHY OF OVER 150 ITEMS IN ENGLISH AND SPANISH IS APPENDED. FIGURES 1 AND 2 MAY REPRODUCE POORLY IN HARD COPY DUE TO SMALL PRINT. (JK)

307

ED036897 24 EA002787

A TRANS-NATIONAL STUDY OF FORMAL EDUCATION: ITS RELATIONSHIP TO THE SOCIAL SYSTEM AND ITS CONSEQUENCES. FINAL REPORT.

COHEN, YEHUDI A.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

RMQ66004
BR-7-1080
1 SEP 69
OCE-1-7-071080-4296
594P.

HC NOT AVAILABLE FROM EDRS.

/ ANTHROPOLOGY/ *COMPARATIVE EDUCATION/ CONTENT ANALYSIS/ DECENTRALIZATION/ EDUCATIONAL POLICY/ EDUCATIONAL PROGRAMS/ EDUCATIONAL RESEARCH/ *ELEMENTARY SCHOOLS/ *FIELD STUDIES/ MINORITY GROUPS/ NATIONAL PROGRAMS/ *SCHOOL SYSTEMS/ *SECONDARY SCHOOLS

/ ISRAEL/ UNITED STATES

IN A COMPARISON OF THE EDUCATIONAL SYSTEMS OF ISRAEL AND THE UNITED STATES, EXTENSIVE OBSERVATIONS ARE REPORTED FROM FIELD STUDIES OF REPRESENTATIVE SAMPLES OF ELEMENTARY AND SECONDARY SCHOOLS IN THE TWO COUNTRIES. SPECIAL ATTENTION IS GIVEN TO PROVISIONS MADE BY EACH OF THE EDUCATIONAL SYSTEMS FOR EDUCATION OF SUBGROUPS WITHIN THE

RESPECTIVE POPULATIONS. CHAPTER HEADINGS RELATED TO THE ISRAELI STUDY INCLUDE: A METHOD FOR THE ANTHROPOLOGICAL STUDY OF NATIONAL EDUCATIONAL SYSTEMS; NEW NATIONHOOD IN AN ISRAELI CONTEXT; ISRAEL, ITS ORGANIZATION OF GROUP RELATIONS--PERSISTENCE AND CHANGE; PERSISTENCE AND CHANGE IN ISRAELI EDUCATION; DECENTRALIZATION, DEMONS, AND DEMOCRACY; SOURCES OF CHANGE IN EDUCATION; ISRAEL'S SILENT GENERATION; AND THE ISRAELI LEGAL SYSTEM. CHAPTER HEADINGS RELATED TO THE UNITED STATES STUDY INCLUDE: IDENTIFICATION WITH SCHOOLS; TRAINING FOR OPINIONS; DIFFERENTIAL EDUCATION; A SOURCE OF CHANGE IN EDUCATION; AND ISRAEL AND THE UNITED STATES--EDUCATION IN PERSPECTIVE. A TAXONOMY FOR THE CONTENT ANALYSIS OF ISRAELI CURRICULAR MATERIALS IS APPENDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JK)

308

ED038358 24 SP003749
ALTERNATIVE FUTURES AND EDUCATIONAL POLICY.
STANFORD RESEARCH INST., MENLO PARK, CALIF. EDUCATIONAL POLICY RESEARCH CENTER.
RMQ66004
EPRC-6747-6
BR-7-1013
FEB 70
OEC-1-7-071013-4274
45P.

/ EDUCATIONAL INNOVATION/ EDUCATIONAL PLANNING/ *EDUCATIONAL POLICY/ EDUCATIONAL RESEARCH/ *PREDICTION/ PROBLEM SOLVING/ *SOCIAL CHANGE/ *SYSTEMS ANALYSIS/ VALUES/ *WORLD PROBLEMS

THIS REPORT SUMMARIZES THE PRELIMINARY FINDINGS OF THE EDUCATIONAL POLICY RESEARCH CENTER IN THE AREA OF ALTERNATIVE FUTURE HISTORIES AND ANALYZES THE IMPLICATIONS FOR EDUCATIONAL POLICY. THE ANALYSIS IS BASED ON THE OVERALL FINDING OF THE STUDY THAT "OF SOME 40 FEASIBLE FUTURE HISTORIES, THERE ARE VERY FEW THAT MANAGE TO AVOID A PERIOD OF SERIOUS TROUBLE BETWEEN NOW AND 2050" AND ON THE CONCLUSION THAT "THE PARAMOUNT EDUCATIONAL TASK FOR THE DEVELOPED WORLD IS THE ALTERING OF THE DORMANT BASIC PREMISES, PERCEPTIONS, IMAGES, AND VALUES 'PATHOGENIC PREMISES' OF THE INDUSTRIALIZED CULTURE AND THAT THE PARAMOUNT TASK FOR THE NATION IS THE DEVELOPMENT OF A SENSE OF PURPOSE AND UNITY IN FACING THE PROBLEMS AND OPPORTUNITIES OF THE FUTURE." THE EXTENSIVE ANALYSIS OF THE DIRECTION WHICH SEEMS REQUIRED (IF THE UNDESIRABLE ALTERNATIVE FUTURES--OF WHICH HALF ARE HIGHLY AUTHORITARIAN STATES--ARE TO BE AVOIDED) IS ORGANIZED ACCORDING TO SIX MAJOR TASKS: (1) MAKE A DIRECT ATTACK ON ASPECTS OF THE "WORLD MACROPROBLEM"; (2) CONTROL TECHNOLOGICAL DEVELOPMENT AND APPLICATION; (3) ALTER VALUES, PERCEPTIONS, AND PREMISES; (4) ESTABLISH A NEW SENSE OF NATIONAL PURPOSE; (5) MEET THE EDUCATIONAL DEMANDS OF VARIED GROUPS; AND (6) EDUCATE FOR COPING WITH AN UNCERTAIN FUTURE. EACH TASK IS ANALYZED IN TERMS OF ITS IMPLICATIONS FOR THE FOLLOWING AREAS OF EDUCATION: NEW CONCEPTUALIZATIONS, RESEARCH AND DEVELOPMENT, INSTITUTIONS, EDUCATIONAL ENVIRONMENTS, PROGRAM CONTENT AND RESOURCES, AND PROCESSES. RADICAL INNOVATION SEEMS ESSENTIAL. (JES)

309

ED039399 24 AA000577
THE TEACHING OF LITERATURE. REPORT OF THE U. S. NATIONAL COMMITTEE FOR THE INTERNATIONAL EDUCATIONAL ACHIEVEMENT LITERATURE PROJECT.
PURVES, ALAN; DILL, NANCY
CHICAGO UNIV., ILL.; INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT, HAMBURG (WEST GERMANY).
RMQ66004
BR-6-2527
MAR 67
OEG-3-6-062527-2226
62P.

/ *BEHAVIORAL OBJECTIVES/ *COURSE CONTENT/ CULTURAL BACKGROUND/ *EDUCATIONAL OBJECTIVES/ *ENGLISH INSTRUCTION/ LITERARY ANALYSIS/ LITERARY DISCRIMINATION/ LITERARY GENRES/ LITERARY HISTORY/ *LITERATURE/ NATIONAL COMPETENCY TESTS/ OBJECTIVE TESTS/ PERFORMANCE CRITERIA/ RECALL (PSYCHOLOGICAL)/ RECOGNITION/ SECONDARY EDUCATION/ STUDENT ATTITUDES/ STUDENT REACTION

AS PART OF AN INTERNATIONAL STUDY OF STUDENTS' ACHIEVEMENT IN LITERATURE, A THOROUGH ANALYSIS WAS MADE OF 23 CURRENT BOOKS, CURRICULA, AND REPORTS, CONCERNING THE TEACHING OF LITERATURE, TO DETERMINE THE PEDAGOGICAL OBJECTIVES PURSUED AND THE KINDS OF LITERATURE BEING TAUGHT IN SECONDARY SCHOOLS IN THE UNITED STATES. FROM THESE SOURCES, A NUMBER OF GENERAL AND SPECIFIC OBJECTIVES WERE IDENTIFIED AND CLASSIFIED UNDER 24 CATEGORIES OF CONTENT AND 20 CATEGORIES OF BEHAVIOR. THE DEGREE OF EMPHASIS GIVEN TO THE VARIOUS CONTENT-BEHAVIOR OBJECTIVES WAS THEN DETERMINED. (THIS DOCUMENT INCLUDES (1) DEFINITIONS OF THE 24 AREAS OF LITERATURE-COURSE CONTENT--DIVIDED INTO LITERARY WORKS, LITERARY HISTORY, LITERARY THEORY, AND CULTURAL INFORMATION--AND THE 20 AREAS OF BEHAVIOR OBJECTIVES--GENERALLY DIVIDED INTO RECALL, RECOGNITION, APPLICATION OF KNOWLEDGE TO AND PERSONAL ENGAGEMENT WITH LITERATURE, (2) OVER 30 PAGES OF SAMPLE TEST ITEMS, CLASSIFIED ACCORDING TO BEHAVIOR AND CONTENT AND ILLUSTRATING THE NATURE OF THE OBJECTIVES, AND (3) THE MATRIX USED TO INDICATE THE EMPHASES GIVEN TO OBJECTIVES FOUND IN THE SOURCES.) SEE ALSO ED 033 636, ED 034 290, AND ED 034 300 FOR OTHER REPORTS ON THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT. (JB)

310

ED040166 24 SP004018
A COMPARATIVE STUDY OF EDUCATIONAL LEGISLATION--DENMARK, FINLAND, ICELAND, NORWAY, AND SWEDEN.
JOSEPSSON, BRAGI

WESTERN KENTUCKY UNIV., BOWLING GREEN.
RMQ66004
BR-9-C-003
MAY 70
OEG-3-9-090003-0018 (010)
379P.

/ *CLASSIFICATION/ *COMPARATIVE EDUCATION/ EDUCATION/ *EDUCATIONAL LEGISLATION/ *MODELS/ *SYSTEMS ANALYSIS
/ DENMARK/ FINLAND/ ICELAND/ NORWAY/ *SCANDANAVIA/ SWEDEN

THE AUTHOR'S PURPOSE IS TO IDENTIFY, COMPARE, AND EVALUATE THE LEGAL BASIS FOR EDUCATIONAL SYSTEMS IN FIVE SCANDANAVIAN COUNTRIES. FOR IDENTIFYING PURPOSES, HE GROUPS EDUCATIONAL DATA FOR EACH COUNTRY INTO SIX CATEGORIES: STATUS, PRESSURE, RESPONSE, EVALUATION, ADMINISTRATION SYSTEM, AND SCHOOL SYSTEM. HE THEN PROVIDES, IN THE MAJOR PORTION OF THE DOCUMENT, A CLASSIFICATION SCHEME WHICH CODES DATA, BASED ON EDUCATIONAL LAWS EFFECTIVE TO JANUARY 1, 1968, ACCORDING TO COUNTRY, REFERENCE SOURCE, TYPE OR LEVEL OF EDUCATION, AND PARTICULAR EMPHASIS. DATA FROM THIS SCHEME ARE INTENDED TO BE FED INTO A SYSTEMS MODEL WHICH ENABLES AN INVESTIGATOR TO TEST THE CONSISTENCY AND EFFICIENCY OF EDUCATIONAL SYSTEMS. THE MODEL IS USED TO COMPARE AN EDUCATIONAL SYSTEM'S INTERNAL AND EXTERNAL PARTS AND PERMITS VARIABLES TO BE LINED UP WITHIN THE INTERNAL PART UNDER OPERATIONAL OBJECTIVES, STATUS-ROLE POSITION, AND STATUS-ROLE PERFORMANCE, AND WITHIN THE EXTERNAL PART UNDER EDUCATIONAL VALUES, SCHOOL AND ADMINISTRATIVE SYSTEM, AND EDUCATION AS A SOCIAL SYSTEM. IN HIS ANALYSIS THE AUTHOR ALSO ACCOUNTS FOR FOUR CULTURAL ASPECTS RELATIVE TO EDUCATION--HISTORIC, POLITICAL, SOCIAL, AND ECONOMIC. AMONG THE AUTHOR'S FINDINGS IS THAT DIFFERENCES IN EDUCATIONAL DEVELOPMENT ARE RELATED TO THE POWER OF THE MINISTER OF EDUCATION TO INITIATE CHANGES AND TO THE EMPHASIS PLACED ON EDUCATIONAL RESEARCH AND FINANCING. (LP)

311

ED040635 24 FL001834
STUDENTS, TEACHERS, AND OPPORTUNITY PERCEPTIONS IN KENYA, 1961-1968. VOLUME I. FINAL REPORT.
ANDERSON, C. ARNOLD; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004
BR-5-8093
AUG 69
OEC-8100
268P.

/ AFRICAN CULTURE/ *CROSS SECTIONAL STUDIES/ EDUCATIONAL PROGRAMS/ EDUCATIONAL RESEARCH/ EDUCATIONAL RESOURCES/ EDUCATIONAL SOCIOLOGY/ EDUCATIONAL STATUS COMPARISON/ ETHNIC STUDIES/ *OCCUPATIONAL SURVEYS/ SCHOOL COMMUNITY RELATIONSHIP/ SOCIAL CHANGE/ SOCIAL INFLUENCES/ SOCIOLOGY/ STUDENT ATTITUDES/ *STUDENT CHARACTERISTICS/ STUDENT NEEDS/ TEACHER ATTITUDES/ *TEACHER CHARACTERISTICS/ *TEACHER MOTIVATION
/ *KENYA

THIS REPORT DEALING WITH THE EDUCATIONAL SITUATION IN KENYAN SCHOOLS IMMEDIATELY PRECEDING INDEPENDENCE, IS A TWO-PART STUDY WHICH FOCUSES ON THE CHARACTERISTICS OF A 196A FORM-4 CLASS AND SEVERAL GROUPS OF TEACHERS. BOTH SECTIONS INVESTIGATE THE SELECTIVITY IN RECRUITMENT OF THE GROUPS STUDIED, INCLUDING SECONDARY SCHOOL ATTENDANCE, TEACHING ROLES, PERSPECTIVES OF OCCUPATIONAL OPPORTUNITIES, AND JOB PREFERENCES. DISCUSSION OF FORM-4 PUPILS IN 1961 FOCUSES PRIMARILY ON PERSONAL ORIENTATION TO FUTURE EDUCATION, JOBS, AND CAREER ASPECTS. THIS GROUP OF MALE AFRICAN STUDENTS IS ULTIMATELY TRACED TO THEIR JOBS AND OCCUPATIONAL STATUS AS OF 1968. THE AIM OF PART 2 IS TO HELP UNDERSTAND SOME OF THE LITTLE-RECOGNIZED, CENTRAL FEATURES OF THE EARLY STAGES IN THE DEVELOPMENT OF A NATION'S TEACHING FORCE. ANALYSIS INCLUDES EXAMINATION OF TEACHERS' ATTITUDES TOWARD, AND PERCEPTION OF, THEIR SITUATION AND JOB ALTERNATIVES, AND THE RELATIONSHIPS OF THOSE ATTITUDES AND PERCEPTIONS TO READING PATTERNS AND SOCIAL ORIGINS. FREQUENT USE OF STATISTICAL TABLES IS MADE THROUGHOUT THE STUDY. FOR VOLUME 2 OF THE REPORT SEE FL 001 835. (AUTHOR/RL)

312

ED040636 24 FL001835
STUDENTS, TEACHERS, AND OPPORTUNITY PERCEPTIONS IN KENYA, 1961-68. VOLUME II. FINAL REPORT.
ANDERSON, C. ARNOLD; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004
BR-5-8093
AUG 69
OEC-8100
175P.

/ AFRICAN CULTURE/ CROSS SECTIONAL STUDIES/ *DATA COLLECTION/ EDUCATIONAL SOCIOLOGY/ EDUCATIONAL STATUS COMPARISON/ *ETHNIC STUDIES/ OCCUPATIONAL SURVEYS/ PERIODICALS/ *QUESTIONNAIRES/ RECREATIONAL READING/ STUDENT ATTITUDES/ *STUDENT CHARACTERISTICS/ TEACHER ATTITUDES/ *TEACHER CHARACTERISTICS
/ *KENYA

CONTAINED IN THIS VOLUME ARE THE APPENDIXES TO THE STUDY OF A 1961 FORM-4 CLASS AND SEVERAL GROUPS OF TEACHERS IN KENYA. INCLUDED ARE: (1) TABLES ON CHARACTERISTICS OF FORM-4 MALE STUDENTS BY ETHNIC GROUP, (2) TABLES ON CHARACTERISTICS OF FORM-4 FEMALE STUDENTS BY ETHNIC GROUP, (3) SUPPLEMENTARY CROSS-TABULATIONS OF CHARACTERISTICS OF AFRICAN MALE STUDENTS, (4) SUPPLEMENTARY TABULATIONS ON TEACHERS, (5) THE 1961 SAMPLES AND PROCEDURES FOR COLLECTION OF DATA, (6) THE STUDENT QUESTIONNAIRES AND INSTRUCTIONS TO HEADMASTERS, (7) THE TEACHER QUESTIONNAIRES, (8) CODES FOR OCCUPATIONS, (9) LIST AND CODING OF MAGAZINES READ REGULARLY BY KENYA TEACHERS, AND (10) TENTATIVE PROJECTIONS OF PUPILS AND TEACHER TRAINEES FOR THE DECADE OF THE 1960'S. FOR VOLUME 1 OF THE STUDY SEE FL 001 834. (AUTHOR/RL)

313

ED040969 08 SP004046
TOWARD A CROSS-NATIONAL MODEL OF EDUCATIONAL ACHIEVEMENT IN A NATIONAL ECONOMY; THE REPORT OF THE LAKE MOHONK CONFERENCE.
SUPER, DONALD E., ED.
COLUMBIA UNIV., NEW YORK, N.Y. TEACHERS COLLEGE.
RMQ66004
BR-6-1967
68
382P.

/ *COMPARATIVE EDUCATION/ CURRICULUM EVALUATION/ EQUIVALENCY TESTS/ *EVALUATION CRITERIA/ INTERNATIONAL EDUCATION/ *INTERNATIONAL PROGRAMS / MATHEMATICS/ MEASUREMENT INSTRUMENTS/ MEASUREMENT TECHNIQUES/ PROGRAM EVALUATION/ PSYCHOLOGICAL CHARACTERISTICS/ SOCIAL ATTITUDES/ *SOCIAL FACTORS

THIS REPORT OF THE LAKE MOHONK CONFERENCE REPRESENTS A FIRST ATTEMPT TO ESTABLISH CROSS-NATIONAL QUANTITATIVE MEASURES OF THE INTERNATIONAL ASSOCIATION FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT. IT WAS ATTENDED BY SPECIALISTS IN EDUCATIONAL MEASUREMENT AND COMPARATIVE EDUCATION, ECONOMISTS, SOCIOLOGISTS, VOCATIONAL EDUCATORS AND EDUCATIONAL, SOCIAL AND VOCATIONAL PSYCHOLOGISTS, FROM THE UNITED STATES, ENGLAND, SWEDEN AND GERMANY. THE 14 PAPERS COVER THE FOLLOWING TOPICS: 1) COMPARATIVE EDUCATION AS A FIELD OF INQUIRY AND AS AN AID TO INQUIRY INTO EDUCATIONAL ACHIEVEMENT; 2) THE REFLECTION OF SOCIETAL CHARACTERISTICS WITHIN THE SCHOOL; 3) POLITICAL SOCIALIZATION: ITS IMPLICATIONS FOR AN INTERNATIONAL STUDY OF MATHEMATICS ACHIEVEMENT; 4) RELEVANCE AND FITNESS ANALYSIS IN COMPARATIVE EDUCATION; 5) PROBLEMS OF AGGREGATING SCORES FOR A MEASURE OF TOTAL ACHIEVEMENT; 6) AGGREGATE COSTS, OUTPUT, AND SCHOOL SCHIEVEMENT; 7) THE "FIT" BETWEEN EDUCATION AND WORK; 8) A SOCIAL MODEL FOR CONSIDERING THE EFFECTS OF INTERPERSONAL FORCES ON THE PUPIL AS A LEARNER; 9) OVERT VERSUS LATENT TEACHER ATTITUDES; 10) THE REWARD SYSTEM OF THE SCHOOL; 11) ROLES AND SOCIAL EXPECTATIONS IN SCHOOL AND WORK SYSTEMS; 12) RESEARCH ON SELF CONCEPT; 13) THE ROLE OF CONTINUING EDUCATION, AND 14) LIFELONG LEARNING IN THE "EDUCATIVE SOCIETY". (MBM)

314

ED042269 24 EA003054
A CROSS-NATIONAL AND INTER-DISCIPLINARY ANALYSIS OF SECONDARY EDUCATIONAL CHANGE IN ENGLAND, FRANCE AND SWEDEN. FINAL REPORT.
HOLMES, BRIAN
KENT STATE UNIV., OHIO.
RMQ66004
BR-6-1621
1 JUN 70
OEG-3-7-061621-0293
169P.

/ *CASE STUDIES (EDUCATION)/ *COMPARATIVE EDUCATION/ CURRICULUM DEVELOPMENT/ ECONOMIC FACTORS/ *EDUCATIONAL CHANGE/ EDUCATIONAL RESEARCH/ *EUROPEAN HISTORY/ INTERNATIONAL EDUCATION/ PHILOSOPHY/

POLITICAL INFLUENCES/ SOCIAL CLASS/ SOCIAL FACTORS/ SOCIAL OPPORTUNITIES/ SOCIAL STRUCTURE/ WORLD AFFAIRS

EDUCATIONAL SYSTEMS ARE CHANGING RAPIDLY ALL OVER THE WORLD. THE PRACTICE OF DEVELOPED COUNTRIES BORROWING EDUCATIONAL PRACTICES FROM OTHER DEVELOPED COUNTRIES IS AS WIDESPREAD AS THAT OF UNDERDEVELOPED NATIONS BORROWING FROM DEVELOPED COUNTRIES IN THE CREATION OF EDUCATION SYSTEMS. THE PRIMARY TRENDS OF EDUCATIONAL REFORM IN POST-WORLD WAR II EUROPE ARE EXAMINED FOR THEIR PHILOSOPHICAL, POLITICAL, SOCIOLOGICAL, AND ECONOMIC ANTECEDENTS AND RAMIFICATIONS. THIS STRUCTURAL ANALYSIS PROVIDES A MODEL OF FUNCTIONS AND DYSFUNCTIONS OF CERTAIN EDUCATIONAL FEATURES. OF SPECIAL INTEREST IS THE CHANNELING OF STUDENTS, EARLY IN THEIR CAREERS, INTO ACADEMIC, VOCATIONAL, OR TECHNICAL PATHS, AND THE EFFECT OF THIS PROCESS ON THE PERSERVATION OF A TRADITIONAL CLASS STRUCTURE. APPENDIXES PRESENT SUMMARIES OF CASE STUDIES FROM ENGLAND, FRANCE, AND SWEDEN ON THE TOPICS OF EDUCATIONAL POLICY, STRUCTURAL REORGANIZATION IN EDUCATION, AND CURRICULAR REFORM. (RA)

315

ED043785 24 VT011965

ISSUES IN OCCUPATIONAL EDUCATION AND TRAINING: A CASE STUDY IN JORDAN.

AL-BUKHARI, NAJATI MOHAMMED AMIN

STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.

RMQ66004
BR-6-2597
68
OEC-4-7-062597-1654
194P.

PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

/ ARTICULATION (PROGRAM)/ COST EFFECTIVENESS/ EDUCATIONAL FINANCE/ *EDUCATIONAL PROGRAMS/ EXPENDITURE PER STUDENT/ FOLLOWUP STUDIES/ *FOREIGN COUNTRIES/ GENERAL EDUCATION/ GRADUATE SURVEYS/ *MANPOWER NEEDS/ ON THE JOB TRAINING/ *PROGRAM EFFECTIVENESS/ SECONDARY SCHOOLS/ *TRADE AND INDUSTRIAL EDUCATION/ VOCATIONAL FOLLOWUP

/ *JORDAN

TO INVESTIGATE AND ANALYZE THE ROLE OF JORDANIAN SECONDARY INDUSTRIAL SCHOOLS IN MEETING MANPOWER NEEDS AND TO DETERMINE THE RELATIVE COSTS AND EFFECTIVENESS OF OCCUPATIONAL PREPARATION THROUGH INDUSTRIAL SCHOOLS AS COMPARED WITH GENERAL SCHOOLING OR ON-THE-JOB TRAINING, FOLLOWUP QUESTIONNAIRES WERE MAILED TO 352 GRADUATES FROM TWO INDUSTRIAL SCHOOLS. THE RESPONSE REVEALED THAT 194 GRADUATES WERE EMPLOYED IN JORDAN, AND 90 OF THESE WERE SELECTED FOR FURTHER INTERVIEWS. IN ADDITION, 22 WORK-COMPANIONS AND 58 WORKERS DOING THE SAME TASKS WERE INTERVIEWED. FINDINGS CONCERNING THE UTILIZATION OF THE INDUSTRIAL SCHOOL CURRICULUM SUGGEST THAT THE MORE SPECIFIC THE TRAINING, THE LESS ITS LIKELIHOOD OF BEING RELEVANT TO ACTUAL JOB-RELATED NEEDS. THEREFORE, THE EDUCATIONAL SYSTEM SHOULD PUT LESS

EMPHASIS ON SPECIFIC TRAINING AND MORE EMPHASIS ON PRODUCING READILY TRAINABLE, RATHER THAN SPECIFICALLY TRAINED, PERSONS. ALSO, A LARGE SHARE OF FUTURE GOVERNMENT INVESTMENT SHOULD BE USED TO EXPAND AND IMPROVE TRAINING OPPORTUNITIES WITHIN THE EMPLOYMENT SYSTEM. AN OCCUPATIONAL UPGRADING PROGRAM IS NEEDED IN THE PRIVATE INDUSTRIAL ESTABLISHMENTS AND WELL ORGANIZED PROGRAMS SHOULD BE ESTABLISHED FOR PUBLIC INDUSTRIES. AN OCCUPATIONAL TRAINING ORGANIZATION SHOULD BE SET UP TO ARTICULATE THE PROGRAM. A RELATED DOCUMENT IS AVAILABLE AS VT 011 966. (SB)

316

ED043786 24 VT011966
ISSUES IN OCCUPATIONAL EDUCATION AND TRAINING: A CASE STUDY IN TUNISIA.
AL-BUKHARI, NAJATI MOHAMMED AMIN
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
RM066004
BR-6-2597
68
OEC-4-7-062597-1654
127P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

/ CONTINUATION EDUCATION/ COST EFFECTIVENESS/ DROPOUT REHABILITATION / EDUCATIONAL FINANCE/ *EDUCATIONAL PROGRAMS/ EXPENDITURE PER STUDENT/ FOLLOWUP STUDIES/ *FOREIGN COUNTRIES/ GRADUATE SURVEYS/ JOB TRAINING/ *MANPOWER NEEDS/ ON THE JOB TRAINING/ PROGRAM EFFECTIVENESS/ *PROGRAM EVALUATION/ SECONDARY EDUCATION/ *TRADE AND INDUSTRIAL EDUCATION
/ *TUNISIA

TO INVESTIGATE AND ANALYZE THE ROLE PLAYED BY THE INDUSTRIAL SECTIONS OF THE EDUCATIONAL, INTERVENING, AND EMPLOYMENT TRAINING SYSTEMS IN MEETING MANPOWER NEEDS AND TO DETERMINE OUTPUT AND COSTS OF THESE SYSTEMS, INTERVIEWS WERE HELD WITH EMPLOYMENT OFFICIALS, EDUCATORS, AND RECRUITMENT AND TRAINING OFFICERS TO OBTAIN INFORMATION CONCERNING THEIR ACTIVITIES. IN ADDITION, STRUCTURED INTERVIEWS WERE HELD WITH 243 WORKERS TO DETERMINE TRAINING HISTORY. FINDINGS REVEALED THAT THE INTERVENING SYSTEM ACTS AS A LINK BETWEEN THE GRADUATES AND DROPOUTS OF THE EDUCATIONAL AND EMPLOYMENT SYSTEMS. THERE IS A TREND TOWARD TRANSFERRING THE TRAINING ACTIVITIES OF THE INTERVENING SYSTEM TO THE EMPLOYMENT SYSTEM. UTILIZATION OF SCHOOL CURRICULUM IN PERFORMING CURRENT JOBS REVEALED SUBSTANTIAL DUPLICATION OF LEARNING, AND THE GENERAL THEORY COMPONENT WAS MORE USEFUL IN ACQUIRING NEW SKILLS, WHILE SPECIFIC SKILLS WERE LEAST UTILIZED IN EMPLOYMENT. THESE FINDINGS SUGGEST THAT THE EDUCATIONAL SYSTEM OF TUNISIA SHOULD PUT LESS EMPHASIS ON SPECIFIC TRAINING AND MORE EMPHASIS ON PRODUCING READILY TRAINABLE, RATHER THAN SPECIFICALLY TRAINED, PERSONS. TO REDUCE EDUCATIONAL EXPENSES, THE PROBLEM OF DROPOUTS AND REPEATERS MUST BE STUDIED, AND THE EDUCATIONAL SYSTEM SHOULD BE RELIEVED OF SPECIFIC TRAINING FUNCTIONS IN ORDER TO ELIMINATE DUPLICATE TRAINING. A RELATED DOCUMENT IS AVAILABLE AS VT 011 965. (SB)

317

ED044686 AL002661
EDUCATION ABSTRACTS. BURMA. JANUARY --APRIL 1970.
U BA
NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
BBB02054
TT-70-59000/1
70
61P.

/ *ABSTRACTS/ *EDUCATION/ *EDUCATIONAL PLANNING/ ELEMENTARY EDUCATION/ HEALTH EDUCATION/ HIGHER EDUCATION/ LITERACY EDUCATION/ *PERIODICALS/ PUBLICATIONS/ REFRESHER COURSES/ SECONDARY EDUCATION/ STUDENT VOLUNTEERS/ TEACHER EDUCATION/ TECHNICAL EDUCATION/ VOCATIONAL EDUCATION
/ *BURMA

THIS DOCUMENT CONTAINS 111 ABSTRACTS OF ARTICLES, BOOKS, AND GOVERNMENT PUBLICATIONS RELATING TO VARIOUS AREAS OF EDUCATION IN BURMA AND PUBLISHED DURING THE PERIOD JANUARY THROUGH APRIL 1970. ABSTRACTS ARE ARRANGED UNDER THE FOLLOWING HEADINGS: EDUCATION--GENERAL, PRIMARY EDUCATION, SECONDARY EDUCATION, HIGHER EDUCATION, AND MISCELLANEOUS. IN ADDITION, A SPECIAL SECTION, WHICH CONSIDERS MATERIALS PUBLISHED OVER A BROADER PERIOD OF TIME THAN THAT COVERED IN THE OTHER SECTIONS, CONTAINS ABSTRACTS DEALING WITH EDUCATIONAL PLANNING IN BURMA. WITH A FEW EXCEPTIONS, ALL MATERIALS HERE ABSTRACTED ARE FROM BURMESE SOURCES. A 23-PAGE APPENDIX CONTAINING ARTICLES DEALING WITH TEACHER TRAINING AND TECHNICAL AND VOCATIONAL TRAINING HAS BEEN OMITTED BECAUSE OF THE POOR QUALITY OF THE PRINT; AN INSPECTION COPY IS, HOWEVER, AVAILABLE AT THE ERIC CLEARINGHOUSE FOR LINGUISTICS, 1717 MASSACHUSETTS AVENUE, WASHINGTON, D.C. 20036. (FWB)

318

ED046301 FL002092
EDUCATION IN FRANCE: NUMBER 41.
FRENCH EMBASSY, NEW YORK, N.Y. FRENCH CULTURAL SERVICES.
71
32P.

/ CHILD CARE WORKERS/ *EDUCATIONAL HISTORY/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL THEORIES/ EDUCATIONAL TRENDS/ *ELEMENTARY EDUCATION/ ELEMENTARY SCHOOLS/ ELEMENTARY SCHOOL STUDENTS/ ELEMENTARY SCHOOL TEACHERS/ *FRENCH/ *INTERNATIONAL EDUCATION/ KINDERGARTEN/ NURSERY SCHOOLS/ *PRESCHOOL EDUCATION/ PRIMARY EDUCATION/ PUBLIC SCHOOLS/ TEACHER QUALIFICATIONS/ TEACHER ROLE/ TEACHING METHODS
/ *FRANCE

THE HISTORY AND MODERNIZATION OF THE FRENCH NURSERY AND ELEMENTARY

SCHOOLS ARE THE FOCAL POINTS OF THIS REVIEW OF EDUCATIONAL TRENDS IN FRANCE. ONE MAJOR SECTION DISCUSSED THE "ECOLE MATERNELLE", KINDERGARTEN, NURSERY SCHOOLS, THE "JARDIN D'ENFANTS", AND NEW MATH. ANOTHER SECTION TREATS: (1) "LES ECOLES PRIMAIRES", (2) VILLAGE SCHOOLS, (3) THE SCHOOL TEACHER, (4) THE FRENCH "LAICITE", (5) "INSTITUTEURS" OF THE THIRD REPUBLIC, (6) THE MUSEUM AND SCHOOL AT BOURGES, AND (7) THE FREINET SCHOOL. A BIBLIOGRAPHY AND SUMMARY OF THESES DEFENDED AT THE SORBONNE ARE PROVIDED. (RL)

319

ED046330 HE001904
REFORMS IN YUGOSLAVIA. CASE STUDIES ON INNOVATION IN HIGHER EDUCATION.
ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, PARIS (FRANCE).
70
169P.
OECD PUBLICATIONS CENTER, SUITE 1305, 1750 PENNSYLVANIA AVE., N.W., WASHINGTON D.C. 20006 ($4.25)

/ CURRICULUM/ *EDUCATIONAL CHANGE/ *EDUCATIONAL INNOVATION/ ENROLLMENT/ *FOREIGN COUNTRIES/ *HIGHER EDUCATION/ PROBLEMS/ TEACHING / *YUGOSLAVIA

THIS VOLUME IS ONE OF A SERIES OF CASE STUDIES ON INNOVATION IN HIGHER EDUCATION PUBLISHED BY THE OECD. PART I, THE GENERAL CONTEXT OF REFORM, BRIEFLY REVIEWS THE YUGOSLAV EDUCATION SYSTEM, AND FOCUSES ON HIGHER EDUCATION TO DISCUSS THE NEED FOR REFORM ARISING OUT OF YUGOSLAVIA'S SOCIAL AND ECONOMIC DEVELOPMENT PLANS, THE EXCESSIVE TIME REQUIRED TO COMPLETE STUDIES, AND THE DEVELOPMENT OF THE HIGHER EDUCATION SYSTEM. THIS IS FOLLOWED BY A DEFINITION OF THE AIMS OF THE REFORMS AND A BRIEF OUTLINE OF THE HISTORY OF THE REFORM PROCESS. PART II, THE SPECIFIC PROBLEMS OF INNOVATION, DISCUSSES THE PAST, PRESENT, AND FUTURE POSITIONS OF THE FOLLOWING PROBLEMS: COPING WITH INCREASED NUMBERS, EQUALITY OF OPPORTUNITY, CONTENT AND STRUCTURE OF STUDIES, SPECIALIZATION OF THE INSTITUTIONS, ORGANIZATIONAL STRUCTURES, INSTITUTIONAL AUTONOMY, RECRUITMENT AND STATUS OF TEACHERS, TEACHING AND RESEARCH, ORGANIZATION AND METHODS OF TEACHING, TEACHER-STUDENT RELATIONS, ROLE AND STATUS OF STUDENTS, HIGHER EDUCATION AND THE OUTSIDE WORLD, EVALUATION AND PLANNING, AND COST AND FINANCING. THE CONCLUSIONS SUMMARIZE THE MAJOR FINDINGS AND ASSESS THE FUTURE OF HIGHER EDUCATION IN YUGOSLAVIA. (AF)

320

ED046810 SO000489
EDUCATION IN FRANCE.
MALE, GEORGE A.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BULL-1963-33; OE-14091
63

215P.

/ *COMPARATIVE EDUCATION/ CURRICULUM/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL DEVELOPMENT/ *EDUCATIONAL HISTORY/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ *EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL PRACTICE/ ELEMENTARY EDUCATION/ HIGHER EDUCATION/ PRESCHOOL EDUCATION/ SECONDARY EDUCATION/ SOCIOECONOMIC INFLUENCES/ TEACHER EDUCATION/ VOCATIONAL EDUCATION

/ *FRANCE

"THE BROADER PERSPECTIVE GAINED FROM EXAMINING EDUCATIONAL SYSTEMS OF OTHER COUNTRIES HAS LONG BEEN IMPORTANT AND IS ESPECIALLY SO AT THE PRESENT TIME. FRANCE IS OF PARTICULAR INTEREST BECAUSE OF ITS STRONG EDUCATIONAL TRADITIONS AND ITS DEDICATION TO DEMOCRATIC PRINCIPLES. IN THE PROCESS OF GATHERING INFORMATION FOR THIS STUDY, THE AUTHOR VISITED SCHOOLS IN FRANCE, INTERVIEWED TEACHERS AND OTHER SCHOOL OFFICIALS, AND ANALYZED MATERIALS PUBLISHED IN FRANCE, AS WELL AS THOSE IN THE U.S." MAJOR CHAPTERS IN THE 200-PAGE STUDY INCLUDED: HISTORY OF FRENCH EDUCATION; ADMINISTRATIVE STRUCTURE; NURSERY SCHOOL AND KINDERGARTEN; THE ELEMENTARY SCHOOL; ACADEMIC SECONDARY EDUCATION; VOCATIONAL EDUCATION; AND HIGHER EDUCATION IN FRANCE. CURRICULUM, TEACHER TRAINING, TEACHING METHODS, EXAMINATIONS, SUBJECTS, AND ENROLLMENTS, TO MENTION A FEW, WERE INCLUDED. SOME HIGHLIGHTS WERE: SCHOOL ENROLLMENTS HAVE RAPIDLY INCREASED IN FRANCE; THE AMOUNT AND KIND OF EDUCATION NEEDED IS CHANGING WITH SHIFTS IN THE FRENCH ECONOMY; AND EDUCATIONAL REFORM IN FRANCE INCLUDED RAISING THE COMPULSORY SCHOOL AGE, PAYING MORE ATTENTION TO STUDENT APTITUDES, AND ALLOWING HIGHER STATUS FOR VOCATIONAL EDUCATION. (AUTHOR/SLD)

321

ED046811 SO000490
SWEDEN. EDUCATIONAL DATA.
KING, MARGARET L.; MALE, GEORGE A.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
OE-14034-78
65
38P.

/ ADULT EDUCATION/ *COMPARATIVE EDUCATION/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL DEVELOPMENT/ EDUCATIONAL HISTORY/ EDUCATIONAL POLICY/ *EDUCATIONAL PRACTICE/ *EDUCATIONAL PROGRAMS/ ELEMENTARY EDUCATION/ HIGHER EDUCATION/ PRESCHOOL EDUCATION/ SECONDARY EDUCATION/ SPECIAL EDUCATION/ VOCATIONAL EDUCATION

/ *SWEDEN

TODAY SWEDEN HAS A HIGHLY DEVELOPED COMPREHENSIVE SYSTEM OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, ALONG WITH UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION. MOST OF THE ACTUAL ADMINISTRATION OF EDUCATIONAL MATTERS IS THE RESPONSIBILITY OF THREE APPOINTED NATIONAL GOVERNMENT AGENCIES OPERATING UNDER THE OVERALL JURISDICTION OF THE MINISTER OF EDUCATION AND ECCLESIASTICAL AFFAIRS --NATIONAL BOARD OF EDUCATION, BOARD OF INSTITUTES OF TECHNOLOGY, OFFICE OF THE CHANCELLOR OF UNIVERSITIES. MOST TYPES OF SCHOOLS ARE OPERATED BY LOCAL SCHOOL

COMMITTEES. FINANCING OF EDUCATION COMES FROM THE NATIONAL GOVERNMENT AND THE MUNICIPALITIES. COMPULSORY SCHOOLING BEGINS AT THE AGE OF SEVEN AND LASTS FOR SEVEN YEARS. BECAUSE A NUMBER OF TYPES OF OLDER SECONDARY SCHOOLS EXIST, THERE ARE SEVERAL PATHS OPEN TO THE STUDENT --UPPER SECONDARY SCHOOLS, VOCATIONAL SCHOOLS, OR ART AND MUSIC SCHOOLS. SWEDEN HAS FOUR UNIVERSITIES, TWO HIGHER TECHNOLOGICAL INSTITUTIONS, AND FIFTEEN SPECIAL INSTITUTIONS OF HIGHER EDUCATION. AS FAR AS TEACHER EDUCATION IS CONCERNED, STUDENTS USUALLY BEGIN TEACHER TRAINING MIDWAY THROUGH SECONDARY SCHOOL. FOLK HIGH SCHOOLS ARE THE CHIEF MEANS OF CARRYING ON ADULT EDUCATION ACTIVITIES. SPECIAL EDUCATION IS ALSO AN INTEGRAL PART OF THE EDUCATIONAL SYSTEM. (SBE)

322

ED046813 SO000492
THE DEVELOPMENT OF EDUCATION IN VENEZUELA.
SANCHEZ, GEORGE I.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BULL-1963-7; OE-14086
63
122P.

/ *COMPARATIVE EDUCATION/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL DEVELOPMENT/ *EDUCATIONAL HISTORY/ EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ ELEMENTARY EDUCATION/ GOVERNMENT ROLE/ HIGHER EDUCATION/ HUMANITIES/ SECONDARY EDUCATION/ SOCIOECONOMIC INFLUENCES/ VOCATIONAL EDUCATION
/ SOUTH AMERICA/ *VENEZUELA

THE PRESENT STUDY AIMS TO BRING TO THE READER AN UNDERSTANDING OF VENEZUELA'S EDUCATIONAL PATTERNS, NEEDS, AND DEVELOPMENT WITHIN THE FRAMEWORK OF THE COUNTRY'S ECONOMIC AND SOCIAL SITUATION. MUCH OF THIS REPORT IS DEVOTED TO HISTORICAL BACKGROUNDS --TO CULTURAL DEVELOPMENT, POLITICS, IMMIGRATION, ECONOMICS, AND INTERNATIONAL ATTITUDES-- TO GIVE MEANING TO THE FACTS OF ITS EDUCATIONAL SITUATION. ATTENTION IS CALLED TO THE NUMEROUS PROBLEMS WHICH FACE THE EDUCATOR AND THE GOVERNMENT. ALONG EVERY RUNG OF THE EDUCATIONAL LADDER, FROM THE PRESCHOOL ON UP THROUGH THE UNIVERSITY, CHALLENGES ARISE IN ALL DIRECTIONS INCLUDING THE ADMINISTRATIVE, FINANCIAL, CURRICULAR, AND PHILOSOPHICAL. IN THE FINAL CHAPTER, THE AUTHOR CRITICIZES SOME PHASES OF EDUCATIONAL POLICY, EDUCATIONAL PHILOSOPHY, OR THE LACK OF CAREFULLY THOUGHT-OUT AND BALANCED EDUCATIONAL PHILOSOPHY. EDUCATIONAL DEVELOPMENT IS SEEN AS A PROBLEM IN SOCIAL PSYCHOLOGY. (SBE)

323

ED046814 SO000493
EDUCATION AND SOCIAL CHANGE IN CHILE.
GILL, CLARK C.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BULL-7; OE-14111
66

151P

/ *COMPARATIVE EDUCATION/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL DEVELOPMENT/ *EDUCATIONAL HISTORY/ *EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ ELEMENTARY EDUCATION/ FINANCIAL SUPPORT/ GENERAL EDUCATION/ GOVERNMENT ROLE/ HIGHER EDUCATION/ PRESCHOOL EDUCATION/ SECONDARY EDUCATION/ SOCIOECONOMIC INFLUENCES/ TEACHER EDUCATION/ VOCATIONAL EDUCATION

/ *CHILE/ LATIN AMERICA

CHAPTER 1 SETS FORTH SOME OF THE SALIENT GEOGRAPHIC, ECONOMIC, POLITICAL, SOCIAL, AND HISTORICAL FACTORS OF THE SETTING IN WHICH THE EDUCATIONAL SYSTEM FUNCTIONS. SINCE PRESENT-DAY PROBLEMS IN EDUCATION CONTINUE TO REFLECT THE UNSOLVED PROBLEMS OF THE PAST, CHAPTER 2 DISCUSSES SOME OF THE MAJOR HISTORICAL LANDMARKS. THE EDUCATIONAL SYSTEM IS DIVIDED INTO FOUR DISTINCT LEVELS: PRESCHOOL, ELEMENTARY, SECONDARY, AND HIGHER EDUCATION WITH EACH LEVEL EMBRACING SCHOOLS OF DIFFERENT TYPES TO SATISFY SPECIFIC CHARACTERISTICS AND NEEDS OF THE SCHOOL POPULATION. CHAPTERS 3 THROUGH 8 DISCUSS EACH LEVEL WITH REGARDS TO: ADMINISTRATION, ORGANIZATION, ENROLLMENT, FINANCE, SCHEDULES, COURSES OF STUDY, ADMISSIONS, GRADING AND TESTING, TEACHER QUALIFICATIONS, AND CRITICISMS AND PROBLEMS. CHAPTER 9 CONCERNS CHILE'S TEACHERS --THEIR PREPARATION, THEIR WORKING CONDITIONS, AND THEIR PROBLEMS. FINALLY, NUMEROUS GOVERNMENT, QUASI-GOVERNMENT, AND PRIVATE AGENCIES SPONSOR EDUCATIONAL AND RELATED SERVICES. CHAPTER 10 AND 11 BRIEFLY DESCRIBE SOME OF THE MAJOR PROGRAMS: ADULT EDUCATION, SOCIAL AND ECONOMIC STUDENT ASSISTANCE; AND, THE NATURE OF THE FINANCIAL AND TECHNICAL ASSISTANCE RECEIVED FROM THE UNITED STATES, AGENCIES OF THE UNITED NATIONS, VARIOUS INTER-AMERICAN ORGANIZATIONS, AND OTHER GOVERNMENTS. (SBE)

324

ED047779 PS004126
PRE-SCHOOL EDUCATION IN EUROPE.
BLACKSTONE, TESSA
COUNCIL OF EUROPE, STRASBOURG (FRANCE). COUNCIL FOR CULTURAL COOPERATION.
APR 70
43P.

/ CLASS SIZE/ *COMPARATIVE EDUCATION/ CURRICULUM/ *EDUCATIONAL PRACTICE/ *EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ GOVERNMENT ROLE/ INSTRUCTIONAL STAFF/ NURSERY SCHOOLS/ PARENT PARTICIPATION/ *PRESCHOOL EDUCATION

/ ENGLAND/ FRANCE/ NETHERLANDS/ NORWAY/ SWEDEN/ WALES

THE EXTENT AND NATURE OF PRESCHOOL EDUCATION IN EUROPE IS DISCUSSED, WITH REFERENCE TO ENGLAND AND WALES, FRANCE, THE NETHERLANDS, NORWAY AND SWEDEN. REPORTS ON PRESCHOOL EDUCATION IN THESE COUNTRIES GIVE EXAMPLES OF BOTH AN EARLY AND A LATE START TO COMPULSORY EDUCATION, VERY EXTENSIVE AND VERY LIMITED PRESCHOOL PROVISION, AND THE EFFECTS OF PRIVATE AND STATE SUPPORT. EDUCATIONAL PROVISION IS MADE FOR VERY SMALL NUMBERS OF CHILDREN UNDER THREE YEARS OF AGE, IF AT ALL. IN MOST

OF THE COUNTRIES PRIMARY EDUCATION IS SEPARATE FROM PRESCHOOL EDUCATION AND CONTACTS BETWEEN THE TWO SYSTEMS ARE USUALLY LIMITED. COUNTRIES ARE COMPARED ON SUCH MATTERS AS PRESCHOOL STAFFING, CURRICULUM, CLASS SIZE, AND PARENT INVOLVEMENT. LACK OF RESOURCES AND CONFLICTING VALUES ARE CONSIDERED THE MAIN REASONS FOR THE SLOW GROWTH OF NURSERY, (OR PRESCHOOL) EDUCATION IN EUROPE. SUGGESTIONS ARE MADE ABOUT THE POLICIES THAT GOVERNMENTS SHOULD ADOPT IN THIS SPHERE, AND ABOUT THE IMPORTANT ROLES THAT PARENTS AND TEACHERS SHOULD TAKE AS PARTNERS IN THE EDUCATIONAL PROCESS. NH)

325

ED049699 HE002109 69
HIGHER AND PROFESSIONAL EDUCATION IN INDIA.
HAGGERTY, WILLIAM J.
INSTITUTE OF INTERNATIONAL STUDIES (DHEW/OE), WASHINGTON, D.C.
OE-14141
189P.
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (FS 5.214:14141, $1.00)
HC NOT AVAILABLE FROM EDRS.
/ COLLEGES/ *EDUCATIONAL NEEDS/ *EDUCATIONAL POLICY/ *FOREIGN COUNTRIES/ *HIGHER EDUCATION/ UNIVERSITIES
/ *INDIA

THIS REPORT COVERS THE DEVELOPMENT OF HIGHER EDUCATION IN INDIA USING AS A FRAMEWORK BOTH RELEVANT POLITICAL AND EDUCATIONAL HISTORY AND THE EDUCATIONAL NEEDS OF A COUNTRY PROGRESSING AT A RAPID RATE ECONOMICALLY AND TECHNICALLY. PART I DISCUSSES INDIA AS A NATION: ITS GEOGRAPHICAL SETTING, HISTORY, AND THE PRESENT CONDITIONS. PART II DEALS WITH THE EDUCATIONAL SYSTEM IN TERMS OF NATIONAL POLICIES AND GOALS, ORGANIZATION, AND THE EDUCATIONAL LADDER. PART III REVIEWS THE BACKGROUND AND HISTORY OF HIGHER EDUCATION. PART IV DEALS WITH THE SYSTEM OF HIGHER EDUCATION, UNIVERSITY ORGANIZATION AND REGULATIONS, SPECIAL ASPECTS OF UNIVERSITY EDUCATION (SUCH AS THE LANGUAGE PROBLEM, FINANCING, EDUCATION OF WOMEN AND OF THE DISADVANTAGED, AND STUDENT LIFE), UNDERGRADUATE ARTS AND SCIENCE EDUCATION AT MADRAS AND BOMBAY UNIVERSITIES, PROFESSIONAL AND TECHNICAL EDUCATION, AND POSTGRADUATE AND RESEARCH EDUCATION. (AF)

326

ED049716 48 HE002178 FEB 71
A STUDY OF THE DYNAMICS OF INTER-INSTITUTIONAL COOPERATION FOR INTERNATIONAL EDUCATION DEVELOPMENT. FINAL REPORT.
HOOPES, DAVID S.; AND OTHERS
PITTSBURGH UNIV., PA. REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION.
RMQ66004
BR-9-7762
OEC-0-9-097762-4410
80P.

/ *COORDINATION/ *HIGHER EDUCATION/ *INTERINSTITUTIONAL COOPERATION/ *INTERNATIONAL EDUCATION

/ *REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION

THE PURPOSE OF THIS STUDY WAS TO INCREASE UNDERSTANDING OF THE NATURE AND PROCESSES OF INTERINSTITUTIONAL COOPERATION IN HIGHER EDUCATION, PARTICULARLY AS RELATED TO INTERNATIONAL EDUCATION DEVELOPMENT, AND TO SUGGEST GUIDELINES FOR THE IMPROVEMENT OF COOPERATIVE ENDEAVORS. THE STUDY DEALT WITH THE EXPERIENCE OF THE RCIE (REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION) AND 10 SELECTED MEMBER INSTITUTIONS. THE RCIE IS A COOPERATIVE ASSOCIATION FOUNDED IN 1959 IN RESPONSE TO A NEWLY IDENTIFIED NEED FOR COLLEGES AND UNIVERSITIES TO EXPAND THE INTERNATIONAL DIMENSIONS OF EDUCATION ON THEIR CAMPUSES. CHAPTER I EXAMINES THE NATIONAL AND INTERNATIONAL FRAMEWORK FOR INTERNATIONAL DEVELOPMENT AND INTERINSTITUTIONAL COOPERATION. CHAPTER II DESCRIBES THE OBJECTIVES, STRUCTURE, PROGRAMS, AND SERVICES OF THE COUNCIL, AND CHAPTER III THE COUNCIL'S ORIGIN AND DEVELOPMENT. CHAPTER IV DEALS WITH INTERNATIONAL EDUCATION ON MEMBER CAMPUSES: THE PATTERNS OF INTERNATIONAL EDUCATION DEVELOPMENT, FACTORS AFFECTING INTERNATIONAL EDUCATION, AND THE PLACE OF THE RCIE ON CAMPUS. CHAPTER V PRESENTS AN ANALYSIS OF RCIE OPERATIONS, AND THE FUNCTIONS OF THE COUNCIL ARE DISCUSSED IN CHAPTER VI. (AF)

327

ED051070 SO001450 JAN 71
EDUCATION IN CENTRAL AMERICA.
WAGGONER, GEORGE R.; WAGGONER, BARBARA ASHTON
KANSAS UNIV., LAWRENCE.
BBB02054
BR-7-1124
OEC-1-7-071124-5148
189P.
UNIVERSITY PRESS OF KANSAS, 358 WATSON LIBRARY, LAWRENCE, KANSAS 66044

HC NOT AVAILABLE FROM EDRS.

/ *COMPARATIVE EDUCATION/ CULTURAL FACTORS/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FINANCE/ *EDUCATIONAL HISTORY/ *EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ ELEMENTARY GRADES/ HIGHER EDUCATION/ INTERINSTITUTIONAL COOPERATION/ LAWS/ POLITICAL INFLUENCES/ REGIONAL COOPERATION/ SCHOOL STATISTICS/ SECONDARY GRADES/ SOCIOECONOMIC INFLUENCES

/ *CENTRAL AMERICA/ COSTA RICA/ EL SALVADORE/ GUATEMALA/ HONDURAS/ NICARAGUA

THE FIRST CHAPTER OF THIS BOOK DESCRIBES THE PHYSICAL AND CULTURAL ENVIRONMENT OF CENTRAL AMERICA AND INCLUDES ANALYTICAL COMMENTS SHOWING THE COMPLEXITY OF THE PROBLEMS CONFRONTING THE REGION. GUATEMALA, EL SALVADOR, HONDURAS, NICARAGUA, COSTA RICA, AND PANAMA ARE THEN TREATED IN SEPARATE CHAPTERS INCLUDING: 1) POLITICAL, ECONOMIC, SOCIAL AND ETHNIC BACKGROUND; 2) LEGAL AND CONSTITUTIONAL BASES OF EDUCATION; 3) ADMINISTRATION OF THE EDUCATIONAL SYSTEM AND THE SCHOOL CALENDAR; 4) PUBLIC EDUCATIONAL FINANCE; AND, 5) AN

OVERVIEW OF PREPRIMARY, PRIMARY, SECONDARY, TECHNICAL, AND HIGHER EDUCATION. REGIONAL ASPECTS OF EDUCATION IN CENTRAL AMERICA INCLUDE THE EDUCATIONAL ACTIVITIES OF: 1) THE ORGANIZATION OF CENTRAL AMERICAN STATES; 2) THE CONFEDERATION OF CENTRAL AMERICAN UNIVERSITIES AND THE REGIONAL ORGANIZATION OF NATIONAL UNIVERSITIES; 3) PRIVATE UNIVERSITIES; AND, 4) OUTSIDE SOURCES OF AID TO REGIONAL DEVELOPMENT. (VLW)

328

ED052120 72 SO001589 66
A SURVEY OF SECONDARY SCHOOLS IN INDIA. PROJECT REPORT PART 1.
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI (INDIA).
RMQ66000
BR-5-1394
424P.

/ ADMISSION (SCHOOL)/ COCURRICULAR ACTIVITIES/ *COMPARATIVE EDUCATION/ CURRICULUM/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FACILITIES/ EDUCATIONAL FINANCE/ EDUCATIONAL PROGRAMS/ ENROLLMENT/ INSTRUCTIONAL STAFF/ LIBRARY SERVICES/ *NATIONAL SURVEYS/ PHYSICAL EDUCATION/ QUESTIONNAIRES/ SCHOOL DEMOGRAPHY/ *SECONDARY EDUCATION/ STUDENT EVALUATION/ STUDENT WELFARE
/ *INDIA

THE OBJECTIVE OF CONDUCTING THIS SURVEY IS TO LOCATE AREAS WHERE THE SECONDARY EDUCATION PROGRAM IN INDIA NEEDS TO BE STRENGTHENED. THE INVESTIGATION STUDIES THE AREAS OF: 1) PHYSICAL FACILITIES AVAILABLE IN THE SECONDARY SCHOOLS; 2) ADMINISTRATION AND STAFF; 3) SUBJECT ENROLLMENTS; 4) CURRICULUM AND EVALUATION; AND, 5) COST PATTERNS. TO GATHER DATA IN THESE AREAS A QUESTIONNAIRE WAS DEVELOPED WITH 108 MAJOR QUESTIONS. THESE QUESTIONS WERE STRUCTURED UNDER THE FOLLOWING TWELVE HEADINGS: 1) GENERAL IDENTIFICATION; 2) SCHOOL ENROLLMENT; 3) CURRICULUM OFFERINGS AND TIME ALLOCATIONS; 4) PHYSICAL FACILITIES; 5) TEACHING STAFF; 6) ADMINISTRATIVE ORGANIZATION; 7) SCHOOL FINANCE; 8) EXAMINATION AND EVALUATION; 9) INSTRUCTIONAL PROGRAM; 10) SCHOOL LIBRARY; 11) CO-CURRICULAR ACTIVITIES; AND, 12) PUPIL'S WELFARE. THIS QUESTIONNAIRE WAS ADMINISTERED TO A 10% SAMPLE DRAWN ON A RANDOM STRATIFIED BASIS FROM THE TOTAL NUMBER OF SECONDARY SCHOOLS IN INDIA IN 1960-1961 AND 1961-1962. THE RESULTS OF THE SURVEY ARE REPORTED IN STATISTICAL TABLES BY QUESTION AND ARE SUMMARIZED IN CHAPTER 4 THROUGH CHAPTER 12. GENERALLY IT WAS FOUND THAT A MORE EXTENSIVE SAMPLING IS NEEDED TO PERMIT ALL THE TYPES OF GENERALIZATION DESIRED, AND THAT THE PRESENT STUDY SHOULD BE CONSIDERED AS EXPLORATORY IN NATURE. ADDITIONAL STATISTICAL TABLES ARE INCLUDED IN SO 001 590 THROUGH SO 001 592. (AUTHOR/AWW)

329

ED052121 72 SO001590 66
A SURVEY OF SECONDARY SCHOOLS IN INDIA. PROJECT REPORT PART 2.
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI (INDIA).
RMQ66000
441P.

/ ADMISSION (SCHOOL)/ COCURRICULAR ACTIVITIES/ *COMPARATIVE EDUCATION/ CURRICULUM/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FACILITIES/ EDUCATIONAL FINANCE/ EDUCATIONAL PROGRAMS/ ENROLLMENT/ INSTRUCTIONAL STAFF/ LIBRARY SERVICES/ *NATIONAL SURVEYS/ PHYSICAL EDUCATION/ QUESTIONNAIRES/ SCHOOL DEMOGRAPHY/ *SECONDARY EDUCATION/ STUDENT EVALUATION/ STUDENT WELFARE
/ *INDIA
A NARRATIVE DESCRIPTION OF THIS STUDY IS ABSTRACTED UNDER SO 001 589. THIS PART CONTAINS STATISTICAL TABLES FOR SURVEY QUESTIONS NUMBER 21 TO 44. (AWW)

330

ED052122 72 SO001591 66
A SURVEY OF SECONDARY SCHOOLS IN INDIA. PROJECT REPORT PART 3.
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI (INDIA).
RMQ66000
BR-5-1394
466P.

/ ADMISSION (SCHOOL)/ COCURRICULAR ACTIVITIES/ *COMPARATIVE EDUCATION/ CURRICULUM/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FACILITIES/ EDUCATIONAL FINANCE/ EDUCATIONAL PROGRAMS/ ENROLLMENT/ INSTRUCTIONAL STAFF/ LIBRARY SERVICES/ *NATIONAL SURVEYS/ PHYSICAL EDUCATION/ QUESTIONNAIRES/ SCHOOL DEMOGRAPHY/ *SECONDARY EDUCATION/ STUDENT EVALUATION/ STUDENT WELFARE
/ *INDIA
A NARRATIVE DESCRIPTION OF THIS STUDY IS ABSTRACTED UNDER SO 001 589. THIS PART CONTAINS STATISTICAL TABLES FOR SURVEY QUESTIONS NUMBER 45 TO 54. (AWW)

331

ED052123 72 SO001592 66
A SURVEY OF SECONDARY SCHOOLS IN INDIA. PROJECT REPORT PART 4.
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI (INDIA).
RMQ66000

436P.

/ ADMISSION (SCHOOL)/ *COMPARATIVE EDUCATION/ CURRICULUM/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FACILITIES/ EDUCATIONAL FINANCE/ EDUCATIONAL PROGRAMS/ ENROLLMENT/ INSTRUCTIONAL STAFF/ LIBRARY SERVICES/ *NATIONAL SURVEYS/ PHYSICAL EDUCATION/ QUESTIONNAIRES/ SCHOOL DEMOGRAPHY/ *SECONDARY EDUCATION/ STUDENT EVALUATION/ STUDENT WELFARE
/ *INDIA
A NARRATIVE DESCRIPTION OF THIS STUDY IS ABSTRACTED UNDER SO 001 589. THIS PART CONTAINS STATISTICAL TABLES FOR SURVEY QUESTIONS NUMBER 55 TO 108. (AWW)

332

ED052265 UD011555 JUL 71
RESEARCH AND DEVELOPMENT IN COMPENSATORY EDUCATION ABROAD. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 23.
PASSOW, A. HARRY
COLUMBIA UNIV., NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE URBAN DISADVANTAGED.
RMQ66000
OEC-0-9-420088-2327(519)
64P.

/ ADMINISTRATIVE ORGANIZATION/ *COMPARATIVE EDUCATION/ *COMPENSATORY EDUCATION/ *EDUCATIONAL CHANGE/ *EDUCATIONAL DEVELOPMENT/ *EDUCATIONALLY DISADVANTAGED/ EDUCATIONAL RESEARCH/ SCHOOL INTEGRATION
IN MOST COUNTRIES IN THE WORLD, THE DEMOCRATIZATION OF EDUCATION IS A MAJOR CONCERN OF EDUCATIONAL AND SOCIAL PLANNERS. THIS REPORT REVIEWS AND BRIEFLY DESCRIBES RESEARCH AND DEVELOPMENT PROGRAMS IN COUNTRIES OTHER THAN THE UNITED STATES. THE REVIEW SUGGESTS THAT THE CONCERNS AND THE PATTERNS BEING FOLLOWED GENERALLY PARALLEL ACTIVITIES IN THE U.S. "DISADVANTAGED" GROUPS TEND TO BE THOSE OF RACIAL OR ETHNIC MINORITY GROUP STATUS, IMMIGRANTS AND IN-MIGRANTS, AND THOSE OF LOW SOCIOECONOMIC OR IMPOVERISHED STATUS. THE PROGRAMS ARE GENERALLY SIMILAR TO THOSE OF THE U.S., ALTHOUGH THERE ARE SOME ELEMENTS OF DIFFERENCE IN BOTH PROBLEMS AND PROGRAMS. AMERICANS WILL DO WELL TO OPEN FURTHER THE LINES OF TWO-WAY COMMUNICATION TO FILL IN KNOWLEDGE GAPS, BOLSTER THEORY, AND BETTER UNDERSTAND THE NATURE AND MEANING OF COMPENSATORY PROGRAMING. (AUTHOR/DM)

333

ED052384 08 VT013653 DEC 70
A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN. VOLUME I, LEARNING, WORKING AND EARNING: PREVIEW AND REVIEW. FINAL REPORT.
BOWMAN, MARY JEAN; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004

BR-5-1325
OEG-3-6-000537-0744
102P.; VOL I OF 5 VOLUMES

/ ACADEMIC ASPIRATION/ *COMPARATIVE EDUCATION/ DEVELOPED NATIONS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL OPPORTUNITIES/ EDUCATIONAL POLICY/ EDUCATIONAL PRACTICE/ EDUCATIONAL RESEARCH/ HIGH SCHOOL STUDENTS/ LABOR MARKET/ MODELS/ OCCUPATIONAL ASPIRATION/ *PUBLIC SCHOOL SYSTEMS/ *SCHOOL SURVEYS/ SOCIOECONOMIC INFLUENCES/ *STUDENT ATTITUDES/ UNIVERSAL EDUCATION/ *VOCATIONAL EDUCATION
/ *JAPAN

THIS REPORT PRESENTS DETAILED PROCEDURES AND FINDINGS OF RESEARCH ON JAPANESE HIGH SCHOOL SENIORS, THEIR CHOICE OF COURSES, EDUCATIONAL AND CAREER EXPECTATIONS AND PREFERENCES, AND THE EXTENT TO WHICH THESE ATTITUDES CONFORM TO RELATIONSHIPS IN JAPANESE LABOR MARKETS. DATA CAME FROM A 1966 SURVEY OF 7,000 MALE HIGH SCHOOL SENIORS ENROLLED IN GENERAL, COMMERCE, AGRICULTURAL, AND TECHNICAL CURRICULUMS, WITH SUPPLEMENTARY DATA FROM THE STUDENTS' FATHERS. THIS FIRST VOLUME OF THE FIVE-VOLUME REPORT INCLUDES AN OVERVIEW OF THE ENTIRE STUDY AND AN INTRODUCTORY CHAPTER. JAPAN WAS CHOSEN FOR THIS STUDY BECAUSE OF THE EXCEPTIONAL DATA COVERAGE AND RELIABILITY, AND THE NOTABLE SIMILARITIES AND CONTRAST WITH THE UNITED STATES IN RELEVANT EDUCATIONAL MATTERS. IN THIS VOLUME A GENERALIZED SEQUENTIAL HUMAN-INVESTMENT AND CAREER DECISION MODEL IS PRESENTED, WHICH PERMITS THE INCLUSION OF BOTH MONETARY AND NON-MONETARY FACTORS. THE FIVE VOLUMES ARE AVAILABLE AS VT 013 653-013 657. (BH)

334

ED052385 08 VT013654 DEC 70

A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN. VOLUME II, THE JAPANESE EDUCATIONAL SYSTEM, THE STUDY SAMPLE, AND STUDENT SELECTION TO UPPER-SECONDARY SCHOOLS AND CURRICULA. FINAL REPORT.

BOWMAN, MARY JEAN; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004
BR-5-1325
OEG-3-6-000537-0744
162P.; VOL II OF 5 VOLUMES

/ ACADEMIC ASPIRATION/ ADMISSION CRITERIA/ *COMPARATIVE EDUCATION/ DEVELOPED NATIONS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL OPPORTUNITIES/ EDUCATIONAL POLICY/ EDUCATIONAL PRACTICE/ HIGH SCHOOL STUDENTS/ LABOR MARKET/ OCCUPATIONAL ASPIRATION/ *PUBLIC SCHOOL SYSTEMS/ *SCHOOL SURVEYS/ SOCIOECONOMIC INFLUENCES/ *STUDENT ATTITUDES/ UNIVERSAL EDUCATION/ *VOCATIONAL EDUCATION
/ *JAPAN

THIS FIVE-VOLUME REPORT PRESENTS DETAILED PROCEDURES AND FINDINGS OF RESEARCH ON JAPANESE HIGH SCHOOL SENIORS, THEIR CHOICE OF COURSES, EDUCATIONAL AND CAREER EXPECTATIONS AND PREFERENCES, AND THE EXTENT TO WHICH THESE ATTITUDES CONFORM TO RELATIONSHIPS IN JAPANESE LABOR

MARKETS. IN THIS SECOND VOLUME, CHAPTER 2 TRACES THE DEVELOPMENT OF THE JAPANESE EDUCATIONAL SYSTEM AND DESCRIBES THE CONTEMPORARY SITUATION IN SCHOOLS AND THE LABOR FORCE, AND CURRENT ISSUES IN JAPANESE EDUCATION. CHAPTER 3 INVESTIGATES ASSOCIATIONS BETWEEN FAMILY BACKGROUND AND THE TYPE OF SECONDARY SCHOOL, AND PRESENTS A STAGE 1 DECISION MODEL FOR THE ALLOCATION OF YOUTH AMONG CURRICULUMS. THE ENTIRE FIVE VOLUME REPORT IS AVAILABLE AS VT 013 653-013 657. (BH)

335

ED052386 08 VT013655 DEC 70
A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN. VOLUME III, TO HIGHER EDUCATION OR TO THE LABOR MARKET. FINAL REPORT.
BOWMAN, MARY JEAN; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004
BR-5-1325
OEG-3-6-000537-0744
148P.; VOL III OF 5 VOLUMES

/ ACADEMIC ASPIRATION/ *COMPARATIVE EDUCATION/ *DECISION MAKING/ DEVELOPED NATIONS/ EDUCATIONAL OPPORTUNITIES/ HIGH SCHOOL STUDENTS/ LABOR MARKET/ MODELS/ OCCUPATIONAL ASPIRATION/ *PUBLIC SCHOOL SYSTEMS/ *SCHOOL SURVEYS/ SENIORS/ *SOCIOECONOMIC INFLUENCES/ SOCIOECONOMIC STATUS/ STUDENT ATTITUDES/ UNIVERSAL EDUCATION/ VOCATIONAL EDUCATION / *JAPAN

THIS FIVE-VOLUME REPORT PRESENTS DETAILED PROCEDURES AND FINDINGS OF RESEARCH ON JAPANESE HIGH SCHOOL SENIORS, THEIR CHOICE OF COURSES, EDUCATIONAL AND CAREER EXPECTATIONS AND PREFERENCES, AND THE EXTENT TO WHICH THESE ATTITUDES CONFORM TO RELATIONSHIPS IN JAPANESE LABOR MARKETS. IN AN ANALYSIS OF THE TRANSITION FROM SECONDARY SCHOOL TO COLLEGE OR THE LABOR MARKET, THIS THIRD VOLUME CONCENTRATES ON THE EDUCATIONAL DECISION WITHOUT A DETAILED ANALYSIS OF CAREER CHOICE AND JOB MARKETS. THE FIVE VOLUMES ARE AVAILABLE AS VT 013 653-013 657. (BH)

336

ED052387 08 VT013656 DEC 70
A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN. VOLUME IV, THE POST-SCHOOL YEARS. FINAL REPORT.
BOWMAN, MARY JEAN; AND OTHERS
CHICAGO UNIV., ILL.
RMQ66004
BR-5-1325
OEG-3-6-000537-0744
210P.; VOL IV OF 5 VOLUMES

/ *COMPARATIVE EDUCATION/ DEVELOPED NATIONS/ EDUCATIONAL OPPORTUNITIES/ HIGH SCHOOL STUDENTS/ LABOR MARKET/ *OCCUPATIONAL

ASPIRATION/ *PUBLIC SCHOOL SYSTEMS/ SCHOOL SURVEYS/ SENIORS/ SOCIAL BACKGROUND/ SOCIAL FACTORS/ SOCIOECONOMIC INFLUENCES/ *SOCIOECONOMIC STATUS/ *STUDENT ATTITUDES/ UNIVERSAL EDUCATION/ VOCATIONAL EDUCATION / *JAPAN

THIS FIVE-VOLUME REPORT PRESENTS DETAILED PROCEDURES AND FINDINGS OF RESEARCH ON JAPANESE HIGH SCHOOL SENIORS, THEIR CHOICE OF COURSES, EDUCATIONAL AND CAREER EXPECTATIONS AND PREFERENCES, AND THE EXTENT TO WHICH THESE ATTITUDES CONFORM TO RELATIONSHIPS IN JAPANESE LABOR MARKETS. THIS FOURTH VOLUME RELATES THE STUDENT'S BACKGROUND TO HIS ANTICIPATIONS AND PREFERENCES REGARDING INCOME, OCCUPATIONAL STATUS, AND TYPE OF WORK AND BUSINESS. THE FIVE VOLUMES ARE AVAILABLE AS VT 013 653-013 657. (BH)

337

ED052752 24 HE002437 AUG 67
A STUDY OF THE BRITISH UNIVERSITY TEACHERS. INTERIM REPORT.
HALSEY, A. H.; TROW, MARTIN
CALIFORNIA UNIV., BERKELEY. INST. OF INTERNATIONAL STUDIES.
BR-5-0790
393P.

/ *FACULTY/ HIGHER EDUCATION/ *SURVEYS/ TEACHER ATTITUDES/ *TEACHER CHARACTERISTICS/ *TEACHERS/ TEACHER SALARIES/ *UNIVERSITIES / *GREAT BRITAIN

THE BULK OF THIS INTERIM REPORT CONSISTS OF DATA ON THE ANATOMY OF THE BRITISH ACADEMIC PROFESSION AND ITS RECENT HISTORICAL DEVELOPMENT AND AN INTENSIVE ANALYSIS OF THE RESULTS OF A SURVEY OF A REPRESENTATIVE SAMPLE OF BRITISH ACADEMICIANS. THE DATA AND DISCUSSION ARE ORGANIZED INTO 8 BROAD CHAPTERS ON: STRUCTURE AND GROWTH OF THE BRITISH ACADEMIC PROFESSION SINCE 1900, MATERIAL CONDITIONS, ATTITUDES TOWARD EXPANSION, INSTITUTIONAL DETERMINANTS OF TEACHING AND RESEARCH ORIENTATIONS, CHARACTERISTICS AND CORRELATES OF TEACHING AND RESEARCH ORIENTATIONS, ATTITUDES TOWARD PROFESSORIAL STATUS AND POWER, THE POLITICS OF BRITISH ACADEMIC MEN, AND TYPES OF ACADEMIC ORIENTATIONS AMONG UNIVERSITY TEACHERS. THE APPENDICES CONTAIN ADDITIONAL STATISTICAL TABLES AND NOTES, QUESTIONNAIRES, AND A CHRONOLOGY OF RESEARCH OPERATIONS. (JS)

338

ED052843 24 PS004904 JUL 71
BRITISH PRIMARY EDUCATION: AN ANNOTATED BIBLIOGRAPHY.
HASKELL, LUCY A., COMP.
ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, URBANA, ILL.
BBB03927; FGK65995
BR-0-0288
OEC-0-70-2623(519)
18P.

/ ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ EDUCATIONAL CHANGE/

*EDUCATIONAL INNOVATION/ EDUCATIONAL METHODS/ *EDUCATIONAL PHILOSOPHY/ *INSTRUCTIONAL INNOVATION/ *TEACHING METHODS
/ GREAT BRITAIN/ OPEN EDUCATION
THIS ANNOTATED BIBLIOGRAPHY LISTS BRITISH PUBLICATIONS USEFUL TO AMERICAN EDUCATORS' UNDERSTANDING OF EDUCATIONAL REFORM IN ENGLAND AND THE BRITISH PRIMARY SCHOOLS. SINCE AMERICAN ENTHUSIASM FOR OPEN AND INFORMAL EDUCATIONAL METHODS HAS GROWN SO QUICKLY, THIS BIBLIOGRAPHIC TOOL IS A NECESSARY FIRST STEP IN THE SYSTEMATIC, THOROUGH STUDY OF BRITISH SCHOOLS AS POTENTIAL MODELS FOR UNITED STATES SCHOOL REFORM. THE BIBLIOGRAPHY IS DIVIDED INTO FOUR SECTIONS: "A BRIEF SURVEY OF ENGLISH EDUCATION," DESCRIBING THE MAJOR TRENDS OF EDUCATION IN THE CONTEXT OF BRITISH HISTORY; "PIONEERS IN EDUCATIONAL THOUGHT," ACCOUNTS OF SOME OF THE MAJOR EDUCATIONAL INNOVATORS OF THE PAST 150 YEARS; "CONTEMPORARY TRENDS IN PRIMARY EDUCATION," DESCRIPTIONS OF "INFORMAL" PROGRAMS AND SAMPLES OF THE CONTINUING BRITISH DEBATE OVER THE SCHOOLS AND WHERE THEY SHOULD BE HEADING; AND "CURRICULUM INNOVATIONS," DESCRIPTIONS OF INNOVATIONS IN VARIOUS SUBJECT AREAS. TWO BRIEF SECTIONS ARE ADDED FOR THOSE WHO ARE INTERESTED IN AN AMERICAN VIEW OF BRITISH PRIMARY SCHOOLS AND IN GENERAL BACKGROUND MATERIAL. (AUTHOR/AJ)

339

ED053021 SO001546 64
STRUCTURE AND DECISION-MAKING IN SOVIET EDUCATION.
RUDMAN, HERBERT C.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BULL-1964-2; OE-14094
71P.; STUDIES IN COMPARATIVE EDUCATION SERIES

/ ADMINISTRATIVE ORGANIZATION/ *COMPARATIVE EDUCATION/ CONFLICT RESOLUTION/ DECISION MAKING/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL POLICY/ GOVERNMENT ROLE/ *POLICY FORMATION/ POLITICAL INFLUENCES/ POLITICAL POWER/ *POWER STRUCTURE
/ *COMMUNIST PARTY OF THE SOVIET UNION/ CPSU/ SOVIET UNION
THE PURPOSE OF THIS STUDY IS TO DESCRIBE THE STRUCTURES OF AND DECISION-MAKING PROCESSES WITHIN THE COMMUNIST PARTY OF THE SOVIET UNION (CPSU) AND GOVERNMENT AGENCIES CONCERNED WITH EDUCATION AT ALL GEOPOLITICAL LEVELS, AND TO DESCRIBE THE DYNAMICS OF THE INTERRELATIONSHIPS BETWEEN THE CPSU AND THE GOVERNMENT. THE STUDY IS BASED ON DATA COLLECTED FROM DOCUMENTS PUBLISHED IN THE USSR AND IN THE UNITED STATES, AND ON INFORMATION OBTAINED FROM A SERIES OF INTERVIEWS DURING 1962 WITH: MEMBERS OF THE COMMUNIST PARTY, A MEMBER OF THE CENTRAL COMMITTEE OF THE CPSU, MINISTERS OF EDUCATION, CHAIRMEN OF CITY BOARDS OF EDUCATION, INSPECTORS OF SCHOOLS, AND VARIOUS ADMINISTRATORS AND FACULTY OF INSTITUTES OF HIGHER EDUCATION. QUESTIONS DISCUSS PATTERNS OF DECISION MAKING, POLICY CHANGE PROCEDURES, AND THE DISTRIBUTION AND EXERCISE OF POWER AND AUTHORITY; QUESTIONS FOR FURTHER STUDY ARE DELINEATED IN A FINAL SECTION. THE PRIMARY CONCLUSION IS THAT THE DECISION-MAKING POWER RESIDES IN THE CPSU'S CENTRAL COMMITTEE, OPERATING THROUGH DEMOCRATIC CENTRALISM. APPENDICES PROVIDE SELECTED READINGS, A GLOSSARY OF RUSSIAN TERMS, AND

A LIST OF MINISTRIES AND COMMITTEES THAT ADMINISTER HIGHER EDUCATION. (AUTHOR/DJB)

340

ED053030 SO001594 .70.
EDUCATION IN THE REPUBLIC OF KENYA.
SHEFFIELD, JAMES R.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
RMQ66000
OE-14149
OEC-2-7-000092-0092
119P.
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402 ($.70)
HC NOT AVAILABLE FROM EDRS.

/ COMMUNITY SCHOOLS/ *COMPARATIVE EDUCATION/ DEVELOPING NATIONS/ DEVELOPMENTAL PROGRAMS/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL DEVELOPMENT/ *EDUCATIONAL ECONOMICS/ EDUCATIONAL FINANCE/ EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ *EDUCATIONAL STRATEGIES/ ELEMENTARY EDUCATION/ GOVERNMENT ROLE/ HIGHER EDUCATION/ MANPOWER DEVELOPMENT/ PUBLIC EDUCATION/ SECONDARY EDUCATION/ UNIVERSAL EDUCATION

/ AFRICA/ EDUCATIONAL SYSTEMS/ HARAMBEE SCHOOLS/ *KENYA

AS IN MOST DEVELOPING COUNTRIES, EDUCATION IN KENYA IS REPORTED TO HAVE DEVELOPED THROUGH THREE BROAD, OVERLAPPING PHASES: TRADITIONAL, MISSIONARY, AND GOVERNMENTAL AS INFLUENCED BY THE COUNTRY'S GEOGRAPHY, CLIMATE, POPULATION GROWTH, ECONOMY, AND STRIVING FOR INDEPENDENCE. IN THE PROCESS, LONG-RANGE EDUCATIONAL GOALS HAVE EVOLVED: 1) TO PROVIDE UNIVERSAL PRIMARY EDUCATION; 2) TO ENSURE ENOUGH PLACES AT THE SECONDARY AND HIGHER LEVELS FOR EDUCATING THOSE WITH RECOGNIZED ABILITIES; AND, 3) TO ORGANIZE THE EDUCATIONAL SYSTEM FOR MEETING THE COUNTRY'S MANPOWER NEEDS, THUS STRESSING EXPENDITURES IN EDUCATION AS AN INVESTMENT IN THE NATION'S ECONOMIC DEVELOPMENT. THE STRUCTURE AND ADMINISTRATION, FINANCE AND GOVERNMENT AID, CURRICULUM AND EXAMINATION ELEMENTS OF THIS FORMAL SYSTEM ARE DISCUSSED ALONG WITH EDUCATIONAL PROGRAMS OUTSIDE THE SYSTEM INCLUDING YOUTH PROGRAMS, ADULT EDUCATION, PROFESSIONAL DEVELOPMENT PROGRAMS, AND CONSERVATION EDUCATION. TWO HIGHLIGHTS OF THE REPORT ARE: 1) A DESCRIPTION OF THE ESTABLISHMENT AND DEVELOPMENT OF COMMUNITY SELF-HELP OR HARAMBEE SCHOOLS; AND, 2) A DESCRIPTION OF THE 1970-74 DEVELOPMENT PLAN GIVING RURAL DEVELOPMENT TOP PRIORITY AND SETTING A GOAL FOR MAKING THE SECONDARY SCHOOL CURRICULUM MORE RELEVANT TO THE COUNTRY'S SOCIAL AND ECONOMIC NEEDS. CURRICULUM EXCERPTS, A SCHEDULE, AND SELECTED REFERENCES ARE APPENDED; THIRTEEN TABLES OF STATISTICAL DATA ON ENROLLMENTS AND EXPENDITURES ARE ALSO INCLUDED. (AUTHOR/SBE)

341

ED053593   FL002368   66
  EDUCATION IN SPAIN: EDUCATIONAL DATA.
  DOHERTY, ELLEN M.; MALE, GEORGE A.
  OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
  OE-14034-79
  39P.

/ ADULT EDUCATION/ CURRICULUM PLANNING/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL CHANGE/ EDUCATIONAL DEVELOPMENT/ EDUCATIONAL FINANCE/ *EDUCATIONAL IMPROVEMENT/ *EDUCATIONAL PHILOSOPHY/ EDUCATIONAL PLANNING/ EDUCATIONAL RESOURCES/ *EDUCATIONAL TRENDS/ ELEMENTARY SCHOOLS/ INSTRUCTIONAL PROGRAM DIVISIONS/ *INTERNATIONAL EDUCATION/ SECONDARY SCHOOLS/ *SPANISH/ TEACHER EDUCATION/ UNIVERSITIES

/ *SPAIN

THIS REVIEW OF RECENT TRENDS IN SPANISH EDUCATION FOCUSES ON GOVERNMENTAL ATTEMPTS TO UPDATE EDUCATIONAL STANDARDS BY EXTENDING THE COMPULSORY SCHOOL-ATTENDANCE AGE, BY ERADICATING ADULT ILLITERACY, AND BY CONSTRUCTING NEW SCHOOLS. THE REPORT POINTS OUT THAT THE EXPANSION OF SPANISH ECONOMIC PROGRAMS HAS SHIFTED EDUCATIONAL OBJECTIVES TO EMPHASIZE VOCATIONAL TRAINING AND THE DEVELOPMENT OF VOCATIONAL SCHOOLS AT ALL LEVELS. MAJOR CHAPTERS, ILLUSTRATED BY TABLES, INCLUDE: (1) NEW TRENDS IN EDUCATION, (2) ADMINISTRATION OF EDUCATION, (3) FINANCIAL ASPECTS OF EDUCATION, (4) ELEMENTARY EDUCATION, (5) SECONDARY EDUCATION, (6) HIGHER EDUCATION, (7) TEACHER EDUCATION, (8) ADULT EDUCATION PROGRAMS, (9) PROGRAMS FOR AMERICAN STUDENTS IN SPAIN, (10) A GLOSSARY OF SPANISH TERMS USED IN THE TEXT, AND (11) SELECTED REFERENCES. (RL)

342

ED054022   SO001543   63
  EDUCATION IN THE RUMANIAN PEOPLE'S REPUBLIC.
  BRAHAM, RANDOLPH L.
  OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
  OE-14087-BULL-1964-1
  240P.

/ *AREA STUDIES/ COMMUNISM/ *COMPARATIVE EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL CHANGE/ *EDUCATIONAL DEVELOPMENT/ EDUCATIONAL LEGISLATION/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PRACTICE/ GENERAL EDUCATION/ HIGHER EDUCATION/ ORGANIZATIONS (GROUPS)/ POLITICAL SOCIALIZATION/ PRESCHOOL EDUCATION/ *SCHOOL SYSTEMS/ TEACHER EDUCATION / TECHNICAL EDUCATION/ VOCATIONAL EDUCATION

/ EDUCATIONAL SYSTEMS/ *RUMANIAN PEOPLES REPUBLIC

THIS BULLETIN IS THE OFFICE OF EDUCATION'S FIRST ONE ON EDUCATION IN RUMANIA, AND THE SUBJECT IS PRESENTED IN ITS HISTORICAL AND CURRENT POLITICAL, ECONOMIC, SOCIAL, AND CULTURAL SETTING, FROM A NON-COMMUNISTIC PERSPECTIVE. NINE CHAPTERS PRESENT THE COUNTRY'S

BACKGROUND, A HISTORY OF ITS EDUCATIONAL SYSTEM FROM 1832, AND DETAILED DESCRIPTIONS OF: PREPRIMARY EDUCATION, GENERAL EDUCATION, VOCATIONAL AND TECHNICAL EDUCATION, HIGHER EDUCATION, TEACHER TRAINING, AND ORGANIZATIONS FOR CHILDREN, YOUTH, AND ADULTS. A FINAL CHAPTER PRESENTS THE AUTHOR'S CONCLUSIONS AND EVALUATIONS. APPENDICES COVER GENERAL EDUCATION TEXTBOOKS AND A GLOSSARY OF RUMANIAN TERMS USED IN THE BULLETIN. BOTH THE TEXT AND APPENDICES ARE ILLUSTRATED WITH CHARTS AND STATISTICAL TABLES. (AUTHOR/DJB)

343

ED054023 SO001545 65
HIGHER EDUCATIONAL REFORMS IN THE REPUBLIC OF KOREA.
ADAMS, DON
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
OE-14119-BULL-1964-27
OEC-05-64-58
71P.; STUDIES IN COMPARATIVE EDUCATION SERIES

/ ADMINISTRATIVE ORGANIZATION/ *COMPARATIVE EDUCATION/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL CHANGE/ *EDUCATIONAL DEVELOPMENT/ EDUCATIONAL FINANCE/ EDUCATIONAL PROGRAMS/ ENROLLMENT TRENDS/ *HIGHER EDUCATION/ MANPOWER NEEDS/ NATIONAL SURVEYS/ TEACHER EDUCATION/ TECHNICAL EDUCATION/ VOCATIONAL EDUCATION
/ *REPUBLIC OF KOREA
THIS STUDY FOCUSES ON THE CHANGES OF ORGANIZATIONAL STRUCTURE AND INSTRUCTIONAL PROGRAMS IN THE FIELD OF HIGHER EDUCATION IN KOREA SINCE THE FALL OF THE RHEE GOVERNMENT IN THE SPRING OF 1960. OTHER PERIODS OF HIGHER EDUCATIONAL DEVELOPMENT ARE: JAPANESE OCCUPATION; U. S. MILITARY GOVERNMENT FROM 1945-1948; AND, THE RHEE GOVERNMENT, FROM KOREAN INDEPENDENCE TO 1960. A FINAL SECTION PROVIDES A COMPARATIVE VIEW OF KOREAN HIGHER EDUCATION. FOR EXAMPLE, THE RATIO OF HIGHER EDUCATION ENROLLMENT TO ESTIMATES OF THE POPULATION AGED 20 TO 24 IS 5.7 IN KOREA, A HIGHER RATIO THAN SUCH EUROPEAN COUNTRIES AS SPAIN, ITALY, POLAND, AND NORWAY. A 24 PAGE APPENDIX PROVIDES SELECTED DATA ON INSTITUTIONS OF HIGHER EDUCATION IN KOREA FOR 1963. (AUTHOR/DJB)

344

ED054024 SO001548 69
EDUCATION IN A CHANGING MEXICO.
GILL, CLARK C.
INSTITUTE OF INTERNATIONAL STUDIES (DHEW/OE), WASHINGTON, D.C.
RMQ66000
OE-14139
OEC-5-99-131; OEC-3104-99-8
134P.; STUDIES IN COMPARATIVE EDUCATION SERIES

/ *AREA STUDIES/ *COMPARATIVE EDUCATION/ *DEVELOPING NATIONS/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL HISTORY/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL TRENDS/ GENERAL EDUCATION/

INTERNATIONAL PROGRAMS/ LITERACY EDUCATION/ NATIONAL PROGRAMS/ NATIONAL SURVEYS/ *SCHOOL SYSTEMS/ STATISTICAL DATA/ TEACHERS/ TECHNICAL EDUCATION

/ EDUCATIONAL SYSTEM/ *MEXICO

THIS REPORT IS DIVIDED INTO 11 CHAPTERS WHICH DESCRIBE THE VARIOUS ELEMENTS OF EDUCATION IN MEXICO; ADDITIONAL CHAPTERS PRESENT THE PHYSICAL AND SOCIAL SETTING AND A SUMMARY OF THE AUTHORS CONCLUSIONS. TABLES, PRIMARILY 1964 FIGURES, AND REFERENCES ILLUSTRATE AND APPEND THE TEXT. HIGHLIGHTED IN THE DISCUSSIONS ARE: 1) THE CLOSELY LINKED EDUCATIONAL, SOCIAL, AND ECONOMIC GOALS OF THE MEXICAN REVOLUTION, AND THE SHARED GOALS DIRECTED TOWARD HISTORICALLY DISADVANTAGED GROUPS THROUGH AGRICULTURAL, INDIAN, AND TECHNICAL EDUCATION, CULTURAL MISSIONS, AND RURAL SCHOOLS; 2) THE PROPORTION OF THE FEDERAL BUDGET FOR EDUCATION IN 1966 WAS 25% AS COMPARED TO ONLY 5% IN 1921; 3) THE ELEVEN-YEAR PLAN, ADOPTED IN 1959 AND AIMED AT SATISFYING THE NEED FOR ELEMENTARY EDUCATION, IS MOVING AHEAD OF SCHEDULE; 4) THE FEDERAL GOVERNMENT ADOPTED NEW CURRICULUMS FOR ELEMENTARY, SECONDARY, AND NORMAL SCHOOLS IN 1959 WITH OVER 100 MILLION FREE TEXTBOOKS AND WORKBOOKS DISTRIBUTED BY 1964; AND, 5) 21,815 NEW CLASSROOMS WERE CONSTRUCTED FROM 1958-64, INCLUDING INTERNATIONALLY ACCLAIMED SEMIPREFABRICATED RURAL ONES WITH FURNITURE, TEACHING MATERIALS, AND TEACHER'S QUARTERS. (AUTHOR/DJB)

345

ED054025 SO001549 68
EDUCATIONAL REFORM IN BRAZIL. THE LAW OF 1961.
HARRELL, WILLIAM A.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
OE-14135
58P.; STUDIES IN COMPARATIVE EDUCATION SERIES.

/ ADMINISTRATIVE ORGANIZATION/ *AREA STUDIES/ *COMPARATIVE EDUCATION / *DECENTRALIZATION/ DEVELOPING NATIONS/ EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL CHANGE/ *EDUCATIONAL LEGISLATION/ EDUCATIONAL TRENDS/ ENVIRONMENTAL INFLUENCES/ GENERAL EDUCATION/ GOVERNING BOARDS/ GOVERNMENT ROLE/ HIGHER EDUCATION/ NATIONAL PROGRAMS/ NATIONAL SURVEYS / RURAL URBAN DIFFERENCES/ TEACHERS

/ *BRAZIL/ EDUCATIONAL SYSTEMS

ON DECEMBER 21, 1961 THE BRAZILIAN CONGRESS PASSED THE LAW OF DIRECTIVES AND BASES OF NATIONAL EDUCATION, IMPLEMENTING THE EDUCATIONAL PROVISIONS OF THE CONSTITUTION OF 1946. THIS LAW OF 1961 WAS BRAZIL'S FIRST GENERAL EDUCATION LAW AND WAS WIDELY PUBLICIZED AS DECENTRALIZING THE ADMINISTRATION OF AND THE RESPONSIBILITY FOR BRAZILIAN EDUCATION, AND PROVIDING FOR THE NEEDED DEGREE OF FLEXIBILITY FOR THE VARIED REGIONAL CONDITIONS WITHIN THE COUNTRY. IT IS WITH SUCH REFORMS AND TRENDS IN BRAZILIAN EDUCATION, FOLLOWING IMPLEMENTATION OF THE LAW OF 1961, THAT THE PRESENT STUDY IS PRINCIPALLY CONCERNED. PART I DESCRIBES THE BACKGROUND OF THE NATIONAL SCENE IN WHICH THE LAW OF 1961 WAS TO FUNCTION. PART II DISCUSSES THE SYSTEM OF EDUCATION AS IT EXISTED IN 1961. PART III PRESENTS THE PROVISIONS OF THE LAW, ITS IMPLEMENTATION, BEGINNING IN 1962, AT ALL

LEVELS OF BRAZILIAN EDUCATION; AND THE IMPLICATIONS FOR FUTURE EDUCATIONAL DEVELOPMENT IN BRAZIL. (AUTHOR)

346

EP000297 24
A STUDY OF THE IMPACT OF TEACHER TRAINING ON STUDENT VALUES.
FISZMAN, JOSEPH E.
OREGON UNIV., EUGENE.
BR-5-8409
ORGANIZATION AND ADMINISTRATION STUDIES BRANCH, DHER
OREGON CONGRESSIONAL DISTRICT NUMBER 4
OEC-6-10-151

/ BACKGROUND/ EDUCATIONAL POLICY/ *EDUCATIONAL RESEARCH/ *POLITICAL POWER/ *SOCIAL VALUES/ *STUDENT TEACHER RELATIONSHIP/ *TEACHER ATTITUDES/ TEACHER CHARACTERISTICS/ TEACHER EDUCATION/ TEACHING METHODS
/ EUGENE/ POLAND
START DATE 01 JAN 66;END DATE 31 MAR 67

THE PROPOSED RESEARCH STUDY WILL ATTEMPT TO DETERMINE HOW AND TO WHAT EXTENT TEACHERS IN POLAND TRANSMIT SOCIAL AND POLITICAL VALUES. A DESCRIPTIVE PHASE WILL INCLUDE--(1) ANALYSIS OF THE TRADITIONS AND CURRENT POLICIES UNDERLYING THE POLISH EDUCATIONAL SYSTEM, (2) OBSERVATION AND ANALYSIS OF THE CURRICULUM OF THE POLISH EDUCATIONAL SYSTEM, (3) A STUDY OF THE CURRICULUM OF THE POLISH TEACHER TRAINING CENTERS, (4) ANALYSIS OF THE CONVENTIONAL TEACHING SYLLABI, AND (5) OBSERVATION OF CLASSROOM SITUATIONS AND TEACHING PRACTICES IN VARIOUS PRIMARY AND SECONDARY SCHOOLS IN POLAND. AN EXPERIMENTAL PHASE WILL BE BASED UPON A STUDY OF THE RELATIONSHIPS AMONG VARIABLES WHICH INCLUDE--(1) TYPE OF TEACHER TRAINING OBTAINED, (2) SOCIAL BACKGROUND OF TEACHER, (3) AGE, (4) SUCH GROUP IDENTIFICATION AS PROFESSIONAL COMMITMENTS, RELIGION, AND POLITICAL PARTY, (5) SELF-IDENTIFICATION WITH OFFICIALLY PROMOTED EDUCATIONAL VALUES AND PRACTICES, AND (6) INDIVIDUAL TEACHER FACILITY IN TRANSLATING THESE VALUES INTO CLASSROOM PRACTICE. INTERVIEWS WILL BE CONDUCTED WITH A RANDOM SAMPLE OF INSERVICE TEACHERS IN WARSAW, POLAND. THOSE INTERVIEWED WILL BE DIVIDED INTO TWO GROUPS--THOSE WHO RECEIVED TRAINING AND CERTIFICATION PRIOR TO WORLD WAR II AND THOSE WHO OBTAINED THEIR CREDENTIALS AFTER THE WAR. (WB)

347

EP010313 24
A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS OF THE UNITED STATES AND BRITISH ISLES.
GIBSON, ROBERT L.
INDIANA UNIV. FOUNDATION, BLOOMINGTON.
BR-6-1304 02MAY66
BASIC STUDIES BRANCH, DESR

INDIANA CONGRESSIONAL DISTRICT NUMBER 7
OEC-3-7-061304-0104

/ *ACADEMIC ACHIEVEMENT/ ARITHMETIC/ *COMPARATIVE ANALYSIS/ ENGLISH/ *FOREIGN COUNTRIES/ READING/ *SCIENCES/ *SECONDARY EDUCATION
/ BLOOMINGTON/ GREAT BRITAIN/ INDIANA
START DATE 1 AUG 66;END DATE 31 JUL 70

THE PURPOSE OF THIS STUDY IS TO TEST THE HYPOTHESES THAT--(1) SIGNIFICANT DIFFERENCES WILL BE FOUND BETWEEN STUDENTS' MEAN ACHIEVEMENT IN THE AREAS OF ARITHMETIC, READING, ENGLISH USAGE, AND SCIENCE BETWEEN AMERICAN AND BRITISH STUDENTS OF HIGH, AVERAGE, AND LOW ABILITY ATTENDING PRIVATE AND PUBLIC SECONDARY SCHOOLS, (2) SPECIFIC PERIODS CAN BE IDENTIFIED WHEREIN RESPECTIVE STUDENTS' MEAN ACHIEVEMENT ACROSS ABILITY LEVELS FOR THE RESPECTIVE COUNTRIES BECOMES SIGNIFICANTLY DIFFERENT IN READING, ARITHMETIC, ENGLISH USAGE AND SCIENCE, AND (3) SPECIFIC FACTORS INFLUENCING PUPIL ACHIEVEMENT CAN BE IDENTIFIED AND THE DEGREE TO WHICH INDIVIDUAL FACTORS ARE SIGNIFICANT CAN BE ASSESSED. A FURTHER AND SEPARATE OBJECTIVE OF THIS STUDY IS TO ASSESS THE SIGNIFICANCE OF DIFFERENCES IN ACADEMIC PROGRESS THROUGH MEAN ACHIEVEMENT, FOR A SAMPLING OF STUDENTS WHO HAD BEEN INVOLVED IN A SIMILAR AND PREVIOUSLY SUPPORTED STUDY COMPARING THE ACADEMIC ACHIEVEMENT OF ELEMENTARY-AGE PUPILS. A RANDOM SAMPLE WILL BE SELECTED FROM A STUDENT POPULATION. ACADEMIC ACHIEVEMENT DATA WILL BE OBTAINED AND AN APPROPRIATE STATISTICAL ANALYSIS WILL BE PERFORMED. (LP)

348

EP010407 08
A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN.
BOWMAN, MARY J.
CHICAGO UNIV., ILL.
BR-5-1325 30AUG65
CAREER OPPORTUNITIES BRANCH, DCVR
ILLINCIS CONGRESSIONAL DISTRICT NUMBER 2
OEG-3-6-000537-0744

/ ADULT EDUCATION PROGRAMS/ CULTURAL DIFFERENCES/ CULTURAL ENVIRONMENT/ *ECONOMIC RESEARCH/ *EDUCATIONAL POLICY/ *GOVERNMENT ROLE / INDUSTRIALIZATION/ JOB SKILLS/ *LABOR MARKET/ SCHOOL COMMUNITY PROGRAMS/ TRAINING/ *VOCATIONAL EDUCATION
/ CHICAGO/ ILLINOIS/ JAPAN
START DATE 1 MAY 66;END DATE 31 DEC 69

THE OBJECTIVES OF THIS STUDY ARE (1) TO STUDY THE EFFECTS OF DIVERSE LABOR MARKET INSTITUTIONAL PATTERNS AND CHANGES IN EDUCATIONAL COMPOSITION OF THE LABOR FORCE ON THE ECONOMICS OF PRIVATE DECISIONS TO INVEST IN EDUCATION AND TRAINING, WHETHER ON THE PART OF INDIVIDUALS OR OF EMPLOYERS, AND (2) TO EXTEND THE THEORETICAL BASE OF SUCH ANALYSIS AND TO ILLUMINATE COMPONENT ELEMENTS IN DIVERSE JAPANESE

PATTERNS THAT MIGHT BE MEANINGFUL IN A CREATIVE AND ADAPTIVE FORMULATION OF TAX, LABOR, AND EDUCATIONAL POLICIES TO MEET PROBLEMS WITH RESPECT TO VOCATIONAL SCHOOLING, ADULT RETRAINING, AND SKILL UTILIZATION IN THE UNITED STATES. REGRESSION AND RATE-OF-RETURN ANALYSES WILL BE THE CHIEF STATISTICAL AND MATHEMATICAL MANIPULATIONS PERFORMED IN AN ECONOMIC ANALYSIS OF EXTENSIVE JAPANESE INCOME AND EDUCATIONAL DATA. (JM)

349

EP011454 24
A STUDY OF EDUCATIONAL ORIENTATIONS AND ROLES OF YUGOSLAVIAN (SLOVENIAN) COMMUNITY EDUCATIONAL DECISION MAKERS RELATIVE TO THOSE OF OTHER LEADERS IN COMMUNITY DECISION MAKING.
AGGER, ROBERT E.; AND OTHERS
OREGON UNIV., EUGENE.
BR-8-I-114 FEB 68
REGIONAL RESEARCH PROGRAM, OAC
OREGON CONGRESSIONAL DISTRICT NUMBER 4
OEG-9-9-470114-0005

/ COMMUNITY INFLUENCE/ *COMMUNITY LEADERS/ COMMUNITY SUPPORT/ DECISION MAKING/ *EDUCATIONAL POLICY/ *EDUCATIONAL PROGRAMS/ LEADERSHIP RESPONSIBILITY
/ REGION 9/ SLOVENIA/ YUGOSLAVIA
START DATE 17 SEP 68;END DATE 17 MAR 70

THIS IS A STUDY OF COMMUNITY LEADERS IN A SET OF SMALL AND MEDIUM SIZE CITIES (COMMUNES) IN THE REPUBLIC OF SLOVENIA, YUGOSLAVIA. THE STUDY WILL INQUIRE SPECIFICALLY INTO THE DEGREE TO WHICH SLOVENIAN COMMUNITY LEADERS ARE SUPPORTIVE OF OR RESISTANT TO LOCAL EDUCATIONAL SYSTEM IMPROVEMENTS AND RESOURCE EXPENDITURES AS A FUNCTION OF THEIR OWN POSITIONS OF FORMAL AUTHORITY IN OR OUTSIDE OF THE LOCAL EDUCATIONAL SYSTEM, AS A FUNCTION OF THEIR OWN VALUE ORIENTATIONS, AS A FUNCTION OF COMMUNITY DIFFERENCES IN SIZE, CHARACTER AND THE SOCIOECONOMIC SYSTEM, RATE OF URBAN GROWTH, AND OTHER PERCEIVED POLICY NEEDS. INTERVIEWS WILL BE USED TO COLLECT THE DATA. (BK)

350

EP011752 24
CROSS-NATIONAL STUDY OF EDUCATIONAL ATTAINMENT.
THORNDIKE, ROBERT L.; AND OTHERS
COLUMBIA UNIV., NEW YORK, N.Y. TEACHERS COLLEGE.
BR-8-0540 9 MAY 69
BASIC STUDIES BRANCH, DESR
NEW YORK CONGRESSIONAL DISTRICT NUMBER 20
OEG-0-9-420540-4503

/ *ACADEMIC ACHIEVEMENT/ *LITERATURE/ NATIONAL SURVEYS/ *READING

COMPREHENSION/ *SCIENCE COURSES
START DATE 20 JUN 69;END DATE 31 MAY 73

THIS PROJECT WILL STUDY EDUCATIONAL ATTAINMENT IN THE UNITED STATES AND EIGHTEEN OTHER COUNTRIES IN SIX SUBJECT AREAS: SCIENCE, READING COMPREHENSION, LITERATURE, FRENCH AS A FOREIGN LANGUAGE, ENGLISH AS A FOREIGN LANGUAGE, AND CIVIC EDUCATION. ACHIEVEMENT TESTS AND BACKGROUND QUESTIONNAIRES, ATTITUDE MEASURES, ETC. WILL BE ADMINISTERED TO REPRESENTATIVE SAMPLES OF PUPILS FROM UPPER ELEMENTARY THROUGH TWELFTH GRADE. ANALYSES WILL BE CARRIED OUT BETWEEN STUDENTS, BETWEEN SCHOOLS WITHIN COUNTRIES, AND BETWEEN COUNTRIES, PROVIDING EVIDENCE OF ASSOCIATION BETWEEN THE INDEPENDENT VARIABLES AND THE DEPENDENT VARIABLES. THE RESULTS WILL BE INTERPRETED AND PRESENTED IN SUCH A WAY THAT EVIDENCE IS AVAILABLE FROM ALL THOSE INTERESTED IN SCHOOL REFORM, EDUCATIONAL POLICY MAKERS, EDUCATIONAL ADMINISTRATORS, SCHOOL PRINCIPALS, AND TEACHERS. (JL)

351

EP012048 24

THE SELF-CRITIQUE OF THE EUROPEAN UNIVERSITIES: A STUDY OF RECENT IDEAS OF UNIVERSITY REFORM OF THE ORGANIZATIONS OF UNIVERSITY TEACHERS AND STUDENTS IN THE FEDERAL GERMAN REPUBLIC, FRANCE, AND GREAT BRITAIN.

BIRNBAUM, NORMAN
AMHERST COLL., MASS.
BR-9-A-064 16 APR 69
REGIONAL RESEARCH PROGRAM, OAC
MASSACHUSETTS CONGRESSIONAL DISTRICT NUMBER 1
OEG-1-9-090064-0117

/ *EDUCATIONAL CHANGE/ EDUCATIONAL NEEDS/ FACULTY ORGANIZATIONS/ *HIGHER EDUCATION/ *STUDENT ATTITUDES/ STUDENT ORGANIZATIONS/ *TEACHER ATTITUDES/ UNIVERSITIES
/ *EUROPEAN UNIVERSITIES/ FRANCE/ GREAT BRITAIN/ REGION 1/ WEST GERMANY
START DATE 1 JUL 69;END DATE 15 JUL 70

PROPOSALS FOR UNIVERSITY REFORM OF ORGANIZATIONS OF UNIVERSITY TEACHERS AND STUDENTS IN WEST GERMANY, FRANCE, AND GREAT BRITAIN WILL BE EXAMINED IN TERMS OF (1) CURRICULUM, (2) PEDAGOGIC METHOD, (3) THE INTERNAL ORGANIZATION OF THE UNIVERSITIES, AND (4) NEW RELATIONSHIPS BETWEEN THE UNIVERSITIES AND THE SOCIETY OUTSIDE THEM. THE EFFECTS OF THESE PROPOSALS ON ACTUAL REFORM OF THE UNIVERSITIES WILL ALSO BE EXAMINED. FINALLY, A GENERAL COMPARISON OF EUROPEAN UNIVERSITY TEACHER AND STUDENT CRITICISM OF THEIR UNIVERSITIES WITH CRITICISM OF AMERICAN UNIVERSITIES EMANATING IN THE UNITED STATES FROM SIMILAR GROUPS WILL BE ATTEMPTED. THE FINAL REPORT, IT IS EXPECTED, WILL SERVE THOSE IN AMERICAN HIGHER EDUCATION AS A SUMMARY OF A BODY OF THINKING AND EXPERIENCE NOT READILY AVAILABLE IN THIS COUNTRY (NOR ANYWHERE AS THE OBJECT OF A SINGLE STUDY). (AUTHOR/JH)

352

EP012381 24

DIFFICULTIES AND SUCCESSES IN IMPLEMENTING DECREES OF 23RD CONGRESS, COMMUNIST PARTY "USSR" RELATING TO "CONDITIONS AND MEASURES FOR FURTHER IMPROVING WORK OF SECONDARY COMPULSORY EDUCATIONAL SCHOOL."

BRATCHER, JOHN V.

WESTERN KENTUCKY UNIV., BOWLIN GREEN.

BR-0-C-049

REGIONAL RESEARCH PROGRAM BRANCH, DESR

KENTUCKY CONGRESSIONAL DISTRICT NUMBER 2

OEG-3-70-0031

/ *COMMUNISM/ *EDUCATIONAL CHANGE/ *EDUCATIONAL RESEARCH/ *FOREIGN COUNTRIES/ *SECONDARY EDUCATION

/ USSR

START DATE 1 JUN 70;END DATE 31 AUG 70

THE MAJOR PURPOSE OF THIS STUDY IS TO IDENTIFY, ANALYZE, AND EVALUATE THE DIFFICULTIES ENCOUNTERED AND THE DEGREE OF SUCCESS ACHIEVED BY THE SOVIET EDUCATIONAL SYSTEM IN MAKING THE "TRANSITION IN 1970 TO UNIVERSAL 10-YEAR SECONDARY EDUCATION" AS DECREED BY THE TWENTY-THIRD CONGRESS OF THE COMMUNIST PARTY OF THE SOVIET UNION. INFORMATION DERIVED FROM THIS STUDY WILL SERVE AS A BASIS FOR MAKING A COMPARATIVE STUDY OF THE SOVIET AND U.S. SECONDARY EDUCATIONAL SYSTEMS. RESEARCH ACTIVITIES ARE DESIGNED TO DEFINE THE GOALS AND AIMS OF THE NEW SOVIET EDUCATION, TO EXAMINE THE MAJOR PROBLEMS EVIDENT DURING THE TRANSITIONAL PERIOD, AND TO DETERMINE THE DEGREE TO WHICH ANNOUNCED CHANGES DIFFER FROM PAST PRACTICES. THE STUDY WILL ALSO PROVIDE KNOWLEDGE OF THE EXTENT OF EDUCATIONAL CHANGE WHICH REPRESENTS A REINTERPRETATION OF MARXISM-LENINISM, AS WELL AS THE EFFECT OF THESE CHANGES ON INDUSTRIAL SOCIETY. BASIC DATA WILL CONSIST OF STATUTES, REGULATIONS, INSTRUCTIONS, AND OTHER INFORMATION RELATING TO THE SECONDARY EDUCATIONAL SYSTEM ISSUING FROM COMMUNIST PARTY AND STATE ORGANIZATIONS. (AUTHOR/DB)

353

ED003012 24
EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY AND ECONOMIC DEVELOPMENT IN THE REPUBLIC OF CHINA, PHASE 1--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
FOSTER, DONALD M. ; HANNA, PAUL R.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
CRP-1032-PT. 1
63
114P.

/ *EDUCATIONAL POLICY/ *FOREIGN COUNTRIES/ *INTERNATIONAL EDUCATION/ PLANNING
/ CALIFORNIA/ REPUBLIC OF CHINA/ STANFORD
AN EXAMINATION WAS MADE OF THE EDUCATIONAL POLICIES AND PROGRAMS OF THE REPUBLIC OF CHINA IN RELATION TO ITS NATIONAL GOALS FOR ECONOMIC DEVELOPMENT. THE OBJECTIVES WERE TO INVESTIGATE (1) THE EXTENT TO WHICH THIS NATION DELIBERATFLY USES ITS EDUCATIONAL INSTITUTIONS AS AN INSTRUMENT OF NATIONAL DEVELOPMENT POLICY, (2) HOW EDUCATION IS CONTRIBUTING TO THE ACHIEVEMENT OF THESE GOALS, (3) WHAT EVIDENCE EXISTS THAT DESIRED RESULTS ARE BEING ACHIEVED, AND (4) WHAT NEW EDUCATIONAL REQUIREMENTS ARE NEEDED TO MEET NATIONAL DEVELOPMENT GOALS. VISITS WERE CARRIED OUT TO SCHOOLS, INDUSTRIES, AND GOVERNMENTAL ORGANIZATIONS FOR DISCUSSIONS WITH STUDENTS, EDUCATORS, WORKERS, INDUSTRIALISTS, AND OFFICIALS. TO COLLECT OBJECTIVE DATA, THREE SEPARATE BUT COMPLEMENTARY SURVEYS WERE CONDUCTED--(1) THE VOCATIONAL-INDUSTRIAL SCHOOL STUDENTS SURVEY, (2) THE VOCATIONAL-INDUSTRIAL SCHOOL GRADUATES SURVEY, AND (3) THE FACTORY SKILLED WORKER FORCE SURVEY. THESE SURVEYS PROVIDED VALID DATA FOR RECOMMENDED POLICY, PROGRAMS, AND IDENTIFICATION OF FUTURE RESEARCH. RECOMMENDATIONS ON NATIONAL EDUCATIONAL POLICY CHANGES AND REORGANIZATION WERE MADE IN NINE AREAS OF RESEARCH. (HB)

354

ED003013 24
FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA--THEIR INTENT, DERIVATION, AND DEVELOPMENT, PHASE 2--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
BOLIBAUGH, JERRY B. ; HANNA, PAUL R.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
CRP-1032-PT. 2
64
120P.

/ EDUCATION/ EDUCATIONAL ATTITUDES/ *EDUCATIONAL OPPORTUNITIES/ EDUCATIONAL POLICY/ *EDUCATIONAL STRATEGIES/ *INTERNATIONAL EDUCATION/

SURVEYS
/ CALIFORNIA/ EDUCATIONAL RESPONSIBILITIES/ FRENCH WEST AFRICA/ SENEGAL/ STANFORD

A TWO-PART STUDY WAS CONDUCTED--(1) A HISTORICAL RECORD SURVEY AND CHRONOLOGICAL RECONSTRUCTION OF FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA FROM 1815 TO 1962, AND (2) AN ATTEMPT TO DISCOVER WHAT INFLUENCE THESE STRATEGIES HAD ON THE EDUCATION OF A FRENCH COLONY AND TO NOTE CHANGES THAT TOOK PLACE SINCE THE PEOPLE OF THIS COLONY GAINED INDEPENDENCE. THE EFFORT WENT BEYOND THE SEQUENTIAL DESCRIPTION OF EDUCATIONAL STRATEGIES TO INCLUDE THE CONDITIONS, THE EVENTS, AND THE ATTITUDES WHICH LED TO THEIR FORMATION, ACTIVATION, AND MODIFICATION. THE THREE ANALYTICAL SECTIONS OF THE REPORT ARE CONCERNED WITH--(1) THE INTENTIONAL ASPECT OF THE EDUCATIONAL STRATEGIES, (2) THE DERIVATION OF THESE STRATEGIES, AND (3) MODES OF STRATEGY DEVELOPMENT, NOTING PARTICULARLY THE CHARACTERISTICS OF BOTH PRIVATE AND PUBLIC ORGANIZATIONS AND THEIR ROLES IN THE FORMATION AND IMPLEMENTATION OF NATIONAL POLICY. RESULTS REVEALED THAT THE FRENCH EDUCATIONAL ENDEAVOR IN SUB-SAHARAN AFRICA HAD MANY POSITIVE ASPECTS--(1) A FIRM ULTIMATE PURPOSE, (2) GUIDANCE BY PERCEPTIVE PLANNERS OF GRAND STRATEGY, AND (3) CONTINUING EDUCATIONAL ORGANIZATION. THESE WERE COUNTERPOSED, HOWEVER, BY A SERIOUS LACK OF FINANCIAL SUPPORT, INADEQUATE GRASS-ROOT IMPLEMENTATION, RAPID TURNOVER IN TOP ADMINISTRATION, AND AN INABILITY TO ADAPT TO THE NEEDS OF SUB-SAHARAN AFRICA, EVEN AS DETERMINED BY THE FRENCH THEMSELVES. (HB)

355

ED003014 24
FORMAL EDUCATION IN THE CONGO-BRAZZAVILLE, A STUDY OF EDUCATIONAL POLICY AND PRACTICE, PHASE 3--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
HANNA, PAUL R.; LUCAS, GERARD
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
CRP-1032-PT. 3
64
296P.

/ EDUCATION/ *EDUCATIONAL ATTITUDES/ EDUCATIONAL PLANNING/ EDUCATIONAL POLICY/ EDUCATIONAL PRACTICE/ *EDUCATIONAL STRATEGIES/ *INTERNATIONAL EDUCATION
/ BRAZZAVILLE/ CALIFORNIA/ CONGO/ FRANCE/ STANFORD

FORMAL EDUCATION IN THE FORMER FRENCH COLONY, THE CONGO, WAS INVESTIGATED WITH PARTICULAR EMPHASIS UPON THE IMPLEMENTATION OF EDUCATIONAL POLICY. TWO VERY SPECIFIC PROBLEMS WERE STUDIED--(1) THE TRANSFER OF FORMAL, FRENCH EDUCATIONAL INSTITUTIONS TO AN AFRICAN SETTING FOR THE PURPOSE OF PERFORMING NORMATIVE FUNCTIONS PRESCRIBED BY THE SOCIETY AFFECTING THE TRANSFER, AND (2) THE INSTRUMENTAL USE OF THE TRANSFERRED INSTITUTIONS BY THE NEWLY SELF-DETERMINED RECIPIENT SOCIETY. THE DEVELOPMENT OF THE CONGOLESE SCHOOL SYSTEM SINCE 1883 WAS DESCRIBED IN THE CONTEXT OF THE COLONIAL SITUATION OF WHICH IT WAS A PART AND A PRODUCT. THE STUDY ALSO EXPLORED SOME AREAS OF RESEARCH AND POINTED OUT SOME INCONSISTENCES BETWEEN THE NATURE AND PURPOSES OF THE

CURRENT CONGOLESE EDUCATIVE MESSAGE, THE ADEQUACY AND EFFECTIVENESS OF THE MEANS USED IN THE TRANSMISSION, AND THE QUALITY OF THE OUTCOMES OF THE EDUCATIVE PROCESS AS THEY RELATE TO THE GOALS OF THE CONGOLESE NATION. FINALLY, THE STUDY POINTS OUT THAT MORE PRODUCTIVE EFFORTS NEED TO BE EXERTED IF CONGOLESE FORMAL EDUCATION IS TO PERFORM ITS ROLE AS AN EFFECTIVE INSTRUMENT OF NATIONAL GOALS AND ASPIRATIONS. RESEARCH MAY HELP FIND OR CREATE SUCH AN INSTRUMENTAL ROLE FOR EDUCATION. (HB)

356

ED003015 24
POSSIBLE EFFECTS OF SELECTED EDUCATIONAL POLICIES AND PROGRAMS ON INCOME SIZE AND DISTRIBUTION IN THE INDUSTRIAL SECTOR OF PERU, PHASE 4--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
HANNA, PAUL R.; WHITE, HARRY R.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
CRP-1032-PT. 4
64
135P.

/ *EDUCATIONAL OPPORTUNITIES/ EDUCATIONAL POLICY/ *EDUCATIONAL PROGRAMS/ *EMPLOYMENT OPPORTUNITIES/ *INCOME/ *INTERNATIONAL EDUCATION / PLANNING/ SURVEYS/ *VOCATIONAL EDUCATION
/ CALIFORNIA/ EDUCATIONAL POTENTIAL/ PERU/ STANFORD

THE ROLE OF EDUCATION WAS EXPLORED WITH RESPECT TO THE DEVELOPMENT OF PERU. SPECIFICALLY, THE PROBLEM WAS TO IDENTIFY EDUCATIONAL PROGRAMS AND POLICIES THAT APPEAR TO BE INSTRUCTIONAL IN ACHIEVING PERUVIAN NATIONAL GOALS. THE ASSUMPTION OF THE STUDY WAS THAT, ALTHOUGH EDUCATION MAY BE A PREREQUISITE FOR ENTRANCE IN AN OCCUPATION, IT IS THE EMPLOYMENT, NOT THE EDUCATION, WHICH GIVES THE INDIVIDUAL HIS INCOME, GROUP DATA WERE GATHERED BY USE OF A QUESTIONNAIRE INTERVIEW WITH A SELECTED SAMPLE OF THE LARGEST EMPLOYERS, TECHNICAL SCHOOL DIRECTORS, AND EDUCATIONAL EXPERTS. IT WAS FOUND THAT ONLY A SMALL PERCENTAGE OF STUDENTS WHO STUDY INDUSTRIAL SUBJECTS ACTUALLY FIND JOBS IN INDUSTRY (10 TO 40 PERCENT, DEPENDING ON THE LEVEL AND TYPE OF EDUCATION). IN ORDER OF IMPORTANCE, THE REASONS DETERMINED WERE ESSENTIALLY THAT (1) THERE ARE NOT ENOUGH POSITIONS AVAILABLE IN EXISTING INDUSTRIAL FIRMS, (2) THE LEVELS AND TYPES OF TRAINING OFFERED BY MOST INSTITUTIONS ARE INAPPROPRIATE FOR EMPLOYMENT, (3) THE ATTITUDES OF BOTH EDUCATORS AND STUDENTS, IN GENERAL, WERE EITHER AMBIVALENT OR UNFAVORABLE TOWARD INDUSTRIAL EMPLOYMENT. RECOMMENDATIONS WERE OFFERED TO RESOLVE THESE PROBLEMS. (HB)

357

ED003016 24
THE ROLE OF AGRICULTURAL EDUCATION IN THE ECONOMIC DEVELOPMENT OF THAILAND, PHASE 5--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED DEVELOPING NATIONS.
FREEMAN, HAROLD ; HANNA, PAUL R.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
CRP-1032-PT. 5
64
172P.

/ *AGRICULTURAL RESEARCH PROJECTS/ AGRICULTURE/ DEVELOPMENTAL PROGRAMS/ *ECONOMICS/ *EDUCATIONAL PLANNING/ FOREIGN COUNTRIES/ *INTERNATIONAL EDUCATION/ *SURVEYS/ *VOCATIONAL EDUCATION
/ CALIFORNIA/ *POLICIES/ STANFORD/ THAILAND

THE CONTRIBUTION OF EDUCATION TO THE AGRICULTURAL SECTOR OF THE ECONOMY OF THAILAND WAS INVESTIGATED. SPECIAL ATTENTION WAS GIVEN TO THE STUDENTS AND TEACHERS ABOVE THE ELEMENTARY LEVEL, GRADES 8-10, INVOLVED IN THE AGRICULTURAL EDUCATIONAL PROCESS (BOTH ACADEMIC AND VOCATIONAL). THE STUDY CENTERED ON THREE QUESTIONS--(1) DOES THE THAI GOVERNMENT INDICATE A RECOGNITION OF THE IMPORTANCE OF AGRICULTURAL EDUCATION IN ITS ECONOMIC AND EDUCATIONAL PLANNING AND IN ITS FISCAL POLICIES, (2) TO WHAT EXTENT IS THE PRESENT ORGANIZATIONAL STRUCTURE OF AGRICULTURAL EDUCATION DESIGNED TO FACILITATE AGRICULTURAL DEVELOPMENT, AND (3) TO WHAT EXTENT IS AGRICULTURAL EDUCATION CONTRIBUTING TO THE DEVELOPMENT OF FARM-SERVICE GROUPS. SURVEYS WERE CONDUCTED WITH GOVERNMENTAL AND EDUCATIONAL OFFICIALS, TEACHERS AND STUDENTS, AND FIRMS SELLING AGRICULTURAL PRODUCTS, USING INTERVIEWS AND QUESTIONNAIRES. RESULTS OF THE STUDY REVEALED THAT THE MAJORITY OF STUDENTS, ENTERING SENIOR AGRICULTURAL SCHOOLS, DO NOT COME FROM FARM BACKGROUNDS AND HAVE NO PREVIOUS AGRICULTURAL TRAINING. IN ADDITION, THESE STUDENTS ARE (1) PRESENTED WITH EDUCATIONAL PROGRAMS, HEAVILY ORIENTED TOWARD NONAGRICULTURAL SUBJECTS, (2) PROVIDED WITH LITTLE PRACTICAL EXPERIENCE ON SCHOOL FARMS OR IN FARM SHOPS, (3) GIVEN FEW OPPORTUNITIES FOR EXPERIENCE OUTSIDE SCHOOL WITH LOCAL EXTENSION SERVICES OR EXPERIMENTAL STATIONS, AND (4) ENCOURAGED TO PREPARE FOR UNIVERSITY ENTRANCE EXAMINATIONS. THE STUDY DELINEATES THE FACTORS PREVENTING THE DEVELOPMENT OF PERSONS WHO UNDERSTAND AND CAN WORK AS FARM SERVICE WORKERS. (HB)

358

ED003266 24
EDUCATION AND SOCIAL CHANGE--A STUDY OF THE ROLE OF THE SCHOOL IN A TECHNICALLY DEVELOPING SOCIETY IN CENTRAL ASIA.
MEDLIN, WILLIAM K. ; AND OTHERS
MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
CRP-1414 ; CRP-2620
DEC65

479P.

/ *CHANGING ATTITUDES/ *FOREIGN COUNTRIES/ *INTERNATIONAL EDUCATION/ SOCIAL VALUES/ SOCIOCULTURAL PATTERNS/ SOCIOECONOMIC INFLUENCES/ TAJIK / UZBEK

/ ANN ARBOR/ *CHANGE AGENT/ *EDUCATIONAL CHANGES/ MICHIGAN/ MUSLIM/ *SOCIAL CHANGES/ SOVIET EDUCATION/ TURKISTAN/ UZBEKISTAN

A DEFINITION OF THE RANGE OF INFLUENCE OF THE UZBEK TEACHER AS AN AGENT OF SOCIOCULTURAL CHANGE IN SOVIET UZBEKISTAN AND A DETERMINATION OF THE ROLE OF THE TEACHER IN TRANSMITTING NEW VALUES AND REINTERPRETING TRADITIONAL CULTURES WERE THE MAJOR PURPOSES OF THE STUDY. AN INTERDISCIPLINARY APPROACH WAS USED WHEREIN HISTORICAL-CULTURAL, PSYCHOLOGICAL, AND SOCIOLOGICAL RESEARCH METHODS WERE USED. POLICIES AND METHODS WHICH SOVIET AUTHORITIES PURSUED OVER A 40-YEAR PERIOD IN UZBEKISTAN HAVE MET WITH QUALIFIED SUCCESS. THE MAJOR CONCLUSION OF THE STUDY WAS THAT THE SCHOOL WAS PERFORMING SPECIFIC AND VITAL ROLES OF CHANGE. THE FORMULATION OF THE UNDERLYING PRINCIPLES OF THIS POSITION INTO A THEORY THAT DEFINES A MODEL FOR SOCIOCULTURAL CHANGE IS A GENUINE POSSIBILITY, BUT WILL DEPEND UPON FURTHER WORK IN THIS FIELD. (HB)

359

ED003412 24

EDUCATIONAL RESEARCH AND A REAPPRAISAL OF THE PROCESS OF ECONOMIC DEVELOPMENT.

REQUA, ELOISE ; THOMASINE, SISTER M.

LIBRARY OF INTERNATIONAL RELATIONS, CHICAGO, ILL.; ROSARY COLL., RIVER FOREST, ILL.

CRP-F-042

64

62P.

/ *CONFERENCES/ DEPRESSED AREAS (GEOGRAPHIC)/ *DEVELOPING NATIONS/ DISCUSSION GROUPS/ *ECONOMIC RESEARCH/ *EDUCATIONAL RESEARCH/ HUMAN RESOURCES/ INTERDISCIPLINARY APPROACH/ *SOCIAL PROBLEMS

/ CHICAGO/ ILLINOIS

A CONFERENCE WAS HELD TO PROVIDE 30 PARTICIPATING SCHOLARS AN OPPORTUNITY TO DISCUSS THE ECONOMIC AND SOCIAL PROBLEMS OF UNDERDEVELOPED NATIONS IN RELATION TO EDUCATIONAL RESEARCH. THE THIRD IN A SERIES OF BIENNIAL CONFERENCES, IT POOLED INTERDISCIPLINARY RESOURCES FOR REAPPRAISAL OF THE MOST RECENT FINDINGS, AND PROVIDED THE ATMOSPHERE FOR AN EXCHANGE OF KNOWLEDGE AND VIEWPOINTS. SOME OF THE CONCLUSIONS DRAWN WERE THAT THE ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT IS NOT PROPERLY UNDERSTOOD, THAT DISCUSSION BETWEEN PROFESSIONAL EDUCATORS AND SOCIAL SCIENTISTS IS OF EXTREME VALUE IN APPROACHING THESE PROBLEMS TO MAKE RESEARCH MORE BALANCED AND TIMELESS IN CHARACTER, AND FUTURE RESEARCH SHOULD BE ENCOURAGED. (RS)

360

ED003670 24
SOCIAL FUNCTIONS OF THE TURKISH LISE.
KAZAMIAS, ANDREAS M.
CHICAGO UNIV., ILL.
CRP-S-047
65
131P.

/ FOREIGN COUNTRIES/ *FOREIGN STUDENTS/ QUESTIONNAIRES/ *SECONDARY SCHOOLS/ *SOCIAL DEVELOPMENT/ *SOCIAL INFLUENCES/ *SOCIAL VALUES/ STUDENT ATTITUDES/ STUDENT CHARACTERISTICS/ STUDENT ENROLLMENT
/ CHICAGO/ ILLINOIS/ TURKEY

THE ROLE OF THE LISE (SECONDARY SCHOOL) IN THE DEVELOPMENT AND MODERNIZATION OF TURKEY WAS STUDIED. THE STUDY INCLUDED PATTERNS OF STUDENT RECRUITMENT, LEVEL OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS, MOBILITY AND THE OCCUPATION STRUCTURE, AND STUDENT VALUES. A QUESTIONNAIRE WAS ADMINISTERED TO 6,000 STUDENTS. FOUR CATEGORIES OF SCHOOLS WERE SELECTED--PUBLIC, PRIVATE TURKISH, FOREIGN-OPERATED, AND MINORITY LISES. TURKISH STUDENTS WERE (1) GENERALLY SECULAR IN ATTITUDES TOWARD RELIGION, (2) OPTIMISTIC ABOUT THE FUTURE, (3) ASPIRING AND MINDFUL OF THEIR ROLE IN BUILDING A NEW SOCIETY, AND (4) RELATIVELY "MOBILE." THE LISE WAS VIEWED AS A MAJOR AVENUE FOR HIGHER STATUS. HOWEVER, IT PERPETUATES THE GAP BETWEEN THE SMALL EDUCATED ELITE AND THE UNEDUCATED POPULACE. (RS)

361

ED003713 24
EDUCATION AS A FACTOR IN ECONOMIC GROWTH.
MACKERTICH, ALEX
WISCONSIN UNIV., MADISON.
CRP-S-224
65
305P.

/ *ATTITUDES/ CASE STUDIES (EDUCATION)/ *DEVELOPING NATIONS/ *ECONOMIC PROGRESS/ EDUCATIONAL BENEFITS/ LITERACY/ MANPOWER DEVELOPMENT/ *NATIONAL SURVEYS/ POPULATION GROWTH/ RURAL ECONOMICS
/ INDIA/ MADISON/ WISCONSIN

THE VALUE OF AN EDUCATION IN THE ECONOMIC GROWTH OF AN UNDERDEVELOPED COUNTRY (INDIA) WAS INVESTIGATED USING THE CASE STUDY APPROACH. DATA WERE GATHERED AT BOTH THE CENTRAL GOVERNMENT AND VILLAGE LEVELS THROUGH INTERVIEWS WITH INDIAN GOVERNMENT OFFICIALS AND FROM OFFICIAL GOVERNMENT PUBLICATIONS CONCERNING THE NATION'S EDUCATIONAL EFFORTS, AS REFLECTED IN SUCH THINGS AS LITERACY RATES, SCHOOL ENROLLMENTS, SCHOOL DROPOUTS, AND MANPOWER. THE VILLAGE OF RAAJPUR IN UTTAR PRADESH PROVINCE WAS SELECTED FOR AN INTENSIVE LOCAL

STUDY, PRIMARILY BECAUSE OF CONTACTS ESTABLISHED THERE DURING AN EARLIER STUDY OF THE EFFECT OF INDUSTRIALIZATION ON THE HINDU ETHIC AND SECONDLY BECAUSE OF ITS MODERN SUGAR FACTOR WHICH REPRESENTED A PROTOTYPE OF THE FUTURE DEVELOPMENT WHICH MANY INDIAN PLANNERS ENVISION. INTERVIEWS WITH OFFICIALS OF THE SUGAR MILL, SCHOOL ADMINISTRATORS AND TEACHERS, PUPILS, AND PARENTS WERE CONDUCTED OVER A 3-MONTH PERIOD. IN ADDITION, A QUESTIONNAIRE WAS ADMINISTERED TO 5TH, 6TH, 9TH, AND 11TH GRADE PUPILS. THE INTERVIEWS AND QUESTIONNAIRE WERE STRUCTURED TO ELICIT THE ATTITUDES HELD BY RESPONDENTS CONCERNING THE ECONOMIC RETURNS OF AN EDUCATION. EDUCATIONAL PROGRAMS IN INDIA ARE NOT CONDUCIVE TO THE DEVELOPMENT OF MARKETABLE SKILLS AND THAT MORE ATTENTION TO THIS AREA IS NEEDED IF EDUCATION IS TO ACHIEVE MAXIMUM UTILITY AS AN INSTRUMENT FOR ECONOMIC GROWTH. (JH)

362

ED016304 72 EA001135
A PROPOSAL FOR A MASTER PLAN FOR RESEARCH OF THE SOCIOLOGICAL ASPECTS OF EDUCATION IN ISRAEL.
ADLER, C.; EISENSTADT, S.N.
HEBREW UNIV., JERUSALEM (ISRAEL).
BR-5-1408
OEC-5-21-004
19P.

/ ACADEMIC ACHIEVEMENT/ CULTURALLY DISADVANTAGED/ *DEMOGRAPHY/ ECONOMIC STATUS/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL RESEARCH/ GIFTED/ HIGHER EDUCATION/ IMMIGRANTS/ *MASTER PLANS/ SCHOOL SYSTEMS/ SECONDARY EDUCATION/ *SOCIAL FACTORS/ SOCIOECONOMIC INFLUENCES/ *TECHNOLOGICAL ADVANCEMENT/ YOUTH PROGRAMS
/ ISRAEL/ JERUSALEM

TWO MAJOR CHARACTERISTICS OF THE DEVELOPMENT PATTERNS OF ISRAEL'S SOCIAL STRUCTURE SINCE THE THIRTIES (SOCIO-DEMOGRAPHIC CHANGES, ESPECIALLY JEWISH IMMIGRATION FROM DEVELOPING COUNTRIES, AND A RAPID TRANSITION TO A TECHNOLOGICALLY BASED SOCIETY) HAVE NECESSITATED THE DEVELOPMENT OF A MASTER PLAN FOR EDUCATIONAL RESEARCH. THE RESEARCH PLAN INCLUDES THE FOLLOWING STUDIES--(1) AN EXAMINATION OF THE EXISTING MECHANISMS OF SOCIAL SELECTION THROUGH EDUCATION, ESPECIALLY AT THE POST-PRIMARY LEVEL, (2) INVESTIGATION OF THE ADJUSTMENT PROCESS OF EDUCATIONAL ADMINISTRATION, (3) STUDIES OF THE CAUSES OF DIFFERENTIAL SCHOLASTIC ACHIEVEMENT CONNECTED WITH MEMBERSHIP IN COMMUNAL AND DURATION-OF-RESIDENCE GROUPS AND EXAMINATION OF STEPS TAKEN BY THE AUTHORITIES TO REDUCE DISPARITY IN ACHIEVEMENT, (4) AN INVESTIGATION OF THE FUNCTION OF EDUCATION IN THE PROCESS OF MODERNIZATION OF GROUPS WHICH HAVE NOT YET UNDERGONE SOCIAL AND/OR CULTURAL TRANSFORMATION USUALLY ASSOCIATED WITH WESTERN EDUCATION, (5) AN EXAMINATION OF THE EFFECTS OF CHANNELING GROWING NUMBERS OF ORIENTAL PUPILS TO SECONDARY AND HIGHER EDUCATION, (6) STUDIES OF METHODS USED IN SELECTING GIFTED PUPILS AND IN EVALUATING ACHIEVEMENT, (7) STUDIES OF YOUTH CULTURES, AND (8) BROADER COMPARATIVE IMPLICATIONS OF THE ANALYSIS OF EDUCATION IN PROCESSES OF SOCIAL AND CULTURAL TRANSFORMATION. (HW)

363

ED025365   24   RC003112
EDUCATION IN RELATION TO SOCIAL AND ECONOMIC CHANGE IN MEXICO.
GOLDBLATT, PHYLLIS K.
CHICAGO UNIV., ILL.
RMQ66004
CRP-S-008
BR-5-8266
JUN 68
OEC-4-10-100
OEG-3-6500-00-3637
460P.

/ CULTURAL FACTORS/ DIFFUSION/ *ECONOMIC DEVELOPMENT/ ECONOMIC FACTORS/ *EDUCATIONAL CHANGE/ *INTERNATIONAL EDUCATION/ *RURAL ENVIRONMENT/ RURAL URBAN DIFFERENCES/ SOCIAL CHANGE/ *SOCIAL DEVELOPMENT/ SOCIAL FACTORS
/ *MEXICO
NUMEROUS FACTORS OF THE EDUCATION PROCESS WERE ANALYZED STATISTICALLY IN RELATION TO VARIABLES RELATING TO SOCIAL AND ECONOMIC CHANGE FACTORS DURING THE PERIOD 1930-1960 IN MEXICO. MAJOR FINDINGS INCLUDED THE FOLLOWING: (1) FROM 1940 TO 1960 GENERAL ECONOMIC AND SOCIAL CONDITIONS BECAME MORE FAVORABLE, BUT POST-PRIMARY SCHOOLING OF ADULTS DID NOT IMPROVE; (2) LITTLE INDICATION WAS SHOWN FOR DIFFERENTIAL GROWTH INDICES BETWEEN THE SEVERAL MEXICAN STATES; (3) THE STABILITY OF RELATIONSHIPS DEPENDED TO A LARGE EXTENT ON LACK OF AN IDENTIFICATION WITH THE FEDERAL STATE; AND (4) THE AREAS LAGGING BEHIND NATIONAL I"DICES SHOWED A LARGER CHANGE COMPONENT OVER THE TWENTY-YEAR SPAN. ALL EDUCATIONAL VARIABLES WERE RELATED TO THE AMOUNT OF CHANGE ON THE SOCIAL AND ECONOMIC INDICES BY USING MULTIPLE CORRELATION STATISTICAL ANALYSIS. (JM)

364

ED026401   24   TE499963
EDUCATION AND PRIMARY DEVELOPMENT IN MALAYA 1900-1940: A STUDY OF THE MALAY COMMUNITY. FINAL REPORT.
RADCLIFFE, DAVID J.
RMQ66004
BR-7-E-111
31 DEC 68
OEG-0-8-070111-0200-010
77P.

/ *ACCULTURATION/ ANTHROPOLOGY/ COMMUNITY/ COMMUNITY CHARACTERISTICS / *COMMUNITY DEVELOPMENT/ *COMMUNITY EDUCATION/ CULTURAL INTERRELATIONSHIPS/ CULTURAL PLURALISM/ GROUP STRUCTURE/ GROUP UNITY/ HISTORY/ POLITICAL ATTITUDES/ RELIGIOUS CULTURAL GROUPS/ SOCIAL CHANGE

/ SOCIAL INTEGRATION/ *SOCIAL SCIENCES/ SOCIAL STUDIES/ SOCIAL SYSTEMS / SOCIAL VALUES/ *SOCIOCULTURAL PATTERNS/ SOCIOLOGY

/ *MALAYA

THIS STUDY INVESTIGATED LOW-LEVEL PRIMARY EDUCATION OF RURAL VILLAGE SCHOOLS IN MALAYA TO DETERMINE THE INFLUENCE OF EDUCATION IN THE DEVELOPMENT OF THE MALAYSIAN COMMUNITY DURING THE PERIOD FROM THE 1890'S TO 1941. IN ADDITION, THE CONCEPT THAT THE "MASS" CAN DEVELOP INTO AN "AUDIENCE" WITH SPECIFIC INTERESTS AND DEMANDS WAS CONSIDERED. THE FOUR SOURCES OF INFORMATION FOR THE RESEARCH WERE OFFICIAL GOVERNMENT RECORDS IN LONDON AND KUALA LUMPUR, INTERVIEWS WITH MALAY SCHOOLTEACHERS, THE PRE-WAR MALAY PRESS, AND A LOCAL SURVEY IN THE SUBDISTRICT OF ULU LANGAT, SELANGOR, MALAYA. THE INVESTIGATION REVEALED THAT, AT THE ESTABLISHMENT OF THE COLONIAL GOVERNMENT (1896), THE MALAYS OF THE FEDERATED MALAY STATES WERE NOT A HOMOGENEOUS COMMUNITY, BUT A DIVERSITY OF MALAYSIAN PEOPLES. THE PERIOD OF BRITISH RULE SAW THE EMERGENCE OF THE MALAY COMMUNITY AS COLONIAL POLICIES CAUSED BOTH STIMULATION AND REACTION. AMONG THE EDUCATIONAL FORCES CONTRIBUTING TO THE CREATION OF A CULTURAL COMMUNITY WERE THE GOVERNMENT MALAY VERNACULAR PRIMARY SCHOOLS, THE TRAINED MALAY SCHOOLTEACHERS, THE ISLAMIC RELIGIOUS TEACHERS, AND THE SECULAR MALAY VERNACULAR PRESS. (AUTHOR/JS)

365

ED029122 24 VT008138

OCCUPATIONAL EDUCATION AND TRAINING FOR DEVELOPMENT; ACCOUNT OF AN INTERNATIONAL CONFERENCE AT STANFORD.

ALEXANDER-FRUTSCHI, MARIAN, ED.

STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER (SIDEC).

RMQ66000

OET-2

BR-6-2597

68

OEC-4-7-062597-1654

228P.

PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD, CALIFORNIA 94305

/ AGRICULTURAL EDUCATION/ *CONFERENCE REPORTS/ CURRICULUM DEVELOPMENT/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL NEEDS/ *EDUCATIONAL PROBLEMS/ FOREIGN COUNTRIES/ INTERDISCIPLINARY APPROACH/ *INTERNATIONAL PROGRAMS/ ORGANIZATION/ *PROGRAM PLANNING/ RESEARCH NEEDS/ *VOCATIONAL EDUCATION/ WORKSHOPS

/ *WORKSHOP ON OCCUPATIONAL EDUCATION AND TRAINING

THIRTY-THREE PARTICIPANTS WITH EXPERIENCE IN 15 COUNTRIES CONCERNED THEMSELVES WITH THE FOLLOWING ISSUES: (1) THE ROLE OF EDUCATION IN ACHIEVING ECONOMIC-SOCIAL-POLITICAL DEVELOPMENT, (2) TYPES OF SKILLS, KNOWLEDGE, AND PERSONALITY TRAITS NEEDED IN DIFFERENT OCCUPATIONAL ROLES, (3) THE ALLOCATION OF FUNCTIONS OF OCCUPATIONAL EDUCATION AMONG VARIOUS INSTITUTIONS AND SYSTEMS OF INSTRUCTION, (4) ORGANIZATIONS AND INCENTIVES FOR PROMOTING TRAINING BY EMPLOYING ORGANIZATIONS, (5) WAYS

OF PROVIDING FEEDBACK ABOUT THE ACTUAL NEEDS OF THE PRODUCTION SYSTEM, (6) THE ADVISABILITY OF SEPARATE ACADEMIC AND VOCATIONAL SCHOOLS AT SECONDARY LEVEL, (7) THE COST EFFECTIVESS OF OCCUPATIONAL EDUCATION, AND (8) METHODS OF FINANCING OCCUPATIONAL EDUCATION. MAJOR TOPICS DISCUSSED DURING THE JULY 24-AUGUST 4, 1967 PERIOD WERE: (1) INTERRELATIONSHIPS OF GENERAL AND OCCUPATIONAL EDUCATION, (2) CURRICULUM DEVELOPMENT IN OCCUPATIONAL EDUCATION AND TRAINING, (3) ORGANIZATION OF OCCUPATIONAL EDUCATION AND TRAINING, (4) AGRICULTURAL AND RURAL ASPECTS OF OCCUPATIONAL EDUCATION AND TRAINING, AND (5) FRONTIERS FOR ACTION IN OCCUPATIONAL EDUCATION AND TRAINING. DISCUSSION OF THE WORKSHOP PARTICIPANTS, 16 PREPARED PAPERS PRESENTED FOR DISCUSSION BY PARTICIPANTS, AND A REFERENCE LIST ARE INCLUDED. (DM)

366

ED029353 24 EA002004
A CROSS-NATIONAL STUDY OF EDUCATION AND DEVELOPMENT USING SCALOGRAM ANALYSIS: THE STRUCTURAL DIFFERENTIATION OF DEVELOPING EDUCATIONAL SYSTEMS. FINAL REPORT.
FARRELL, JOSEPH P.
SYRACUSE UNIV., N.Y.
RMQ66004
BR-8-B-001
SEP 68
OEG-0-8-000001-1861-010
325P.

/ BIBLIOGRAPHIES/ COMPARATIVE EDUCATION/ *DEVELOPING NATIONS/ EDUCATIONAL RESEARCH/ FOREIGN COUNTRIES/ HYPOTHESIS TESTING/ *MEASUREMENT INSTRUMENTS/ *MEASUREMENT TECHNIQUES/ *NATIONAL PROGRAMS/ *SCHOOL SYSTEMS/ SOCIAL SYSTEMS/ STATISTICAL ANALYSIS/ SYSTEMS APPROACH
/ GUTTMAN SCALE/ GUTTMAN SCALOGRAM/ LATIN AMERICA

A MAJOR VARIABLE BY WHICH NATIONAL EDUCATIONAL SYSTEMS MAY BE COMPARED IS THEIR STRUCTURAL DIFFERENTIATION, DEFINED (1) AS A PROCESS, REFERRING TO THE MULTIPLICATION OF ONE STRUCTURAL ELEMENT INTO TWO OR MORE STRUCTURALLY DISTINCT ELEMENTS; AND (2) AS A STATE, REFERRING TO THE NUMBER OF STRUCTURALLY DISTINCT ELEMENTS WHICH EXIST IN A SYSTEM AT A PARTICULAR POINT IN TIME. FINDINGS OF THE STUDY, BASED ON DATA FOR 1950 AND 1960 FROM THE 19 LATIN AMERICAN AND 49 NON-WESTERN NATIONS AUTONOMOUS BEFORE 1960, GENERALLY SUPPORTED TWO BASIC HYPOTHESES: (1) THE SEQUENCE OF ACQUISITION OF STRUCTURAL ELEMENTS IN LATIN AMERICAN EDUCATIONAL SYSTEMS HAS TENDED TO FOLLOW THE ITEM RANKING OF A GUTTMAN SCALE OF STRUCTURAL DIFFERENTIATION FOR THAT AREA, AND (2) BETTER THAN 50% ACCURATE PREDICTION OF THE STRUCTURAL ELEMENTS AN EDUCATIONAL SYSTEM WILL NEXT ACQUIRE IS POSSIBLE WHEN THE SYSTEM'S DIFFERENTIATION LEVEL IS KNOWN. BOTH ALONE AND IN CONJUNCTION WITH ENROLLMENT RATIOS, COMMUNICABILITY, AND URBANIZATION, STRUCTURAL DIFFERENTIATION WAS FOUND TO BE A KEY VARIABLE IN EDUCATIONAL SYSTEM ADAPTIVENESS. DEVELOPMENT OF THE SCALOGRAM IS EXPLAINED, SUPPORTING CORRELATIONAL DATA ARE TABULATED, AND BIBLIOGRAPHIES OF SOURCE MATERIAL ARE APPENDED. (JK)

367

ED029399 24 EA002347
AN HISTORICAL CASE STUDY OF THE EFFECT OF EDUCATIONAL REFORM ON AN UNDERDEVELOPED AREA: SCOTLAND IN THE EIGHTEENTH CENTURY. FINAL REPORT.
BULLOUGH, VERN L.
SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF.
RMQ66004
BR-6-1289
APR 69
OEG-4-7-061289-2962
56P.

/ CASE STUDIES (EDUCATION)/ CURRICULUM DEVELOPMENT/ ECONOMIC DEVELOPMENT/ EDUCATIONAL BACKGROUND/ *EDUCATIONAL CHANGE/ *EDUCATIONAL HISTORY/ *EDUCATIONAL INNOVATION/ HIGHER EDUCATION/ INDUSTRIALIZATION/ *INTELLECTUAL DEVELOPMENT/ PAROCHIAL SCHOOLS/ POPULATION GROWTH/ PRIMARY EDUCATION/ RELIGIOUS CONFLICT/ SOCIAL MOBILITY/ *SOCIOECONOMIC INFLUENCES/ URBANIZATION
/ *SCOTLAND

TO TEST THE HYPOTHESIS THAT THE RISE OF INTELLECTUAL EMINENCE IN 18TH CENTURY SCOTLAND IS RELATED TO EDUCATIONAL REFORMS WHICH OCCURRED DURING THAT ERA, A SAMPLE OF 375 EMINENT SCOTSMEN WAS SELECTED AND RELEVANT BIOGRAPHICAL INFORMATION WAS COLLECTED. IN ADDITION, THE PARISHES IN WHICH THE EMINENT MEN WERE EITHER BORN OR EDUCATED WERE INVESTIGATED, ALONG WITH A RANDOM SAMPLE OF NONCONTRIBUTING PARISHES. THE FINDINGS INDICATE THAT VARIOUS FACTORS WERE RELATED TO THE EMERGENCE OF EMINENT MEN, INCLUDING POPULATION GROWTH AND CONCENTRATION, CHANGE IN THE NATURE OF THE ECONOMY, AND A GENERAL INCREASE IN PROSPERITY. ALTHOUGH EDUCATIONAL REFORM AND INNOVATION AT THE ELEMENTARY LEVEL AND EXTENSION OF UNIVERSITY EDUCATION WERE ALSO FOUND TO BE SIGNIFICANTLY ASSOCIATED WITH EMINENCE, DEGREES OF EMINENCE AND LEVEL OF EDUCATIONAL ACHIEVEMENT WERE NOT RELATED. IN GENERAL, THOSE AREAS WHICH DIVERTED A PORTION OF THEIR RESOURCES TO EDUCATIONAL REFORM PRODUCED A SIGNIFICANT PROPORTION OF THE EMINENT SCOTS IN THE 18TH CENTURY. (AUTHOR/JH)

368

ED043541 24 SO000270
ATTITUDES AND BEHAVIOR OF TEACHERS IN UGANDA: AN ASPECT OF THE PROCESS OF NATIONAL DEVELOPMENT.
EVANS, DAVID R.
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
QPX27000; RMQ66000
ESCA-1
BR-6-2597
69

OEC-4-7-062597-1654
320P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P. O. BOX 2329, STANFORD, CALIFORNIA 94305

/ CITIZENSHIP/ *DEVELOPING NATIONS/ EDUCATIONAL RESEARCH/ EDUCATIONAL SOCIOLOGY/ INTERACTION PROCESS ANALYSIS/ POLITICAL ATTITUDES/ *POLITICAL SOCIALIZATION/ SCHOOL ROLE/ *SECONDARY SCHOOL STUDENTS/ STUDENT ATTITUDES/ *TEACHER CHARACTERISTICS/ *TEACHER ROLE/ TRANSFER OF TRAINING/ VALUES
/ *AFRICA/ UGANDA

THIS MONOGRAPH IS THE FIRST IN A GROUP OF STUDIES ON THE ROLE OF EDUCATION IN THE FORMATION OF SOCIAL AND CIVIC ATTITUDES. IT IS THE BASIC TENET OF THIS STUDY THAT THE DIFFERENCES IN BACKGROUND, ATTITUDES, AND BEHAVIOR OF SECONDARY SCHOOL TEACHERS IN UGANDA HAVE SIGNIFICANT IMPLICATIONS FOR THE EFFECTS WHICH SCHOOLS HAVE ON THE ATTITUDES, VALUES, AND KNOWLEDGE OF THE PUPILS. THE IDENTIFICATION OF VARIOUS TYPES OF TEACHERS IN TERMS OF THEIR OWN ORIENTATIONS TOWARDS CRUCIAL ASPECTS OF THE NATIONAL DEVELOPMENT OF UGANDA PROVIDES IMPORTANT BASELINE INFORMATION FOR FURTHER STUDYING THE SCHOOL AS AN AGENT OF POLITICAL SOCIALIZATION IN NEW STATES. CHAPTERS INCLUDE DESCRIPTIONS OF: 1) EDUCATIONAL SYSTEM IN UGANDA; 2) SAMPLING PROCEDURE; 3) PRETEST, CODING AND ANALYSIS, QUESTIONNAIRE ADMINISTRATION, DATA PROCESSING; 4) FACTOR ANALYSIS; 5) DEFINITION OF TEACHER GROUPS; 6) TEACHER COMMUNICATIONS BEHAVIOR, AFFECTIVE AND COGNITIVE ORIENTATION TOWARD GOVERNMENT, AWARENESS AND DISCUSSION OF NATIONAL AFFAIRS; 7) TEACHER VIEWS OF PUPIL PARTICIPATION, AND RELEVANCE OF EDUCATION; 8) TEACHER INTERACTION WITH SOCIETY, AND THE COMMUNITY; AND, 9) TEACHER AS AN INNOVATOR. THE PRESENT ANALYSIS COULD PROVE USEFUL FOR THE PLANNING TASKS OF RECRUITING, TRAINING, AND UTILIZATION OF THE TEACHERS. (SBE)

369

ED043542 24 SO000271
INTERGROUP ATTITUDE CHANGE IN A TRIBAL SOCIETY: AN EXPERIMENTAL STUDY IN A NEW GUINEA SCHOOL.
PEARSE, RICHARD
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
RMQ66000
ESCA-5
BR-6-2597
70
OEC-4-7-062597-1654
117P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P. O. BOX 2329, STANFORD, CALIFORNIA 94305

/ CHANGING ATTITUDES/ CULTURAL INTERRELATIONSHIPS/ *DEVELOPING NATIONS/ EDUCATIONAL RESEARCH/ EDUCATIONAL SOCIOLOGY/ INTERACTION PROCESS ANALYSIS/ *INTERGROUP RELATIONS/ RESEARCH METHODOLOGY/ *SCHOOL

ROLE/ *SECONDARY SCHOOL STUDENTS/ SOCIAL ATTITUDES/ SOCIAL INTEGRATION / *SOCIALIZATION/ STUDENT ATTITUDES
/ NEW GUINEA/ *TRIBAL SOCIETY

THE GENERAL PURPOSE OF THIS STUDY IS TO INVESTIGATE THE EFFECTS OF EDUCATION OR COMMON SCHOOLING UPON THE ATTITUDES OF HIGH SCHOOL STUDENTS WHO ARE SOCIALIZED IN TRIBAL SOCIETIES AND WHO BELONG TO DIFFERENT SOCIOCULTURAL GROUPS WITHIN THE TOTAL SOCIETY. THE SPECIFIC PROBLEM IS TO CONCEPTUALIZE THE INDEPENDENT VARIABLES WHICH CAN BE CONSIDERED TO HAVE THEORETICAL RELEVANCE FOR THE FORMATION OF INTERPERSONAL ATTITUDES, TO DERIVE FROM THEM CONDITIONS OF INTERPERSONAL EXPERIENCE WHICH CAN BE EXPECTED TO LEAD TO THE FORMATION OF POSITIVE ATTITUDES, AND TO TEST THE RELATIONSHIP BETWEEN EXPERIENCE AND ATTITUDE IN AN EXPERIMENTAL DESIGN IN A FIELD SETTING. CHAPTERS DISCUSS: 1) THEORY OF CONDITIONS OF INTERACTION TO PROMOTE POSITIVE ATTITUDES; 2) POPULATION AND EXPERIMENTAL SAMPLE; 3) TREATMENTS OF FORCED COMPLIANCE AND PARTICIPATION IN GOALS, OBSERVATION OF INTERACTION, ATTITUDE SCALES, SOCIOMETRIC TEST, MEASUREMENT OF ACTUAL ASSOCIATIONS, TESTING PROCEDURES; 4) STATISTICAL RESULTS AND INFERENCES; AND, 5) THEORETICAL AND PRACTICAL SIGNIFICANCE, I.E. UNDER CERTAIN CONDITIONS, DIFFERENT PATTERNS OF CLASSROOM INTERACTION DO AFFECT INTERGROUP ATTITUDES, AND LEAD TO BETTER UNDERSTANDING OF THE RELATIONSHIP BETWEEN EDUCATION AND THE INTEGRATION OF SOCIAL AND POLITICAL COMMUNITIES. SEE SO 000 270 FOR RELATED DOCUMENTS. (SBE)

370

ED043543 24 SO000272

EDUCATION AND MODERNIZATION OF MICRONESIA: A CASE STUDY IN DEVELOPMENT AND DEVELOPMENT PLANNING.

PEARSE, RICHARD; BEZANSON, KEITH A.

STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.

RMQ66000
ESCA-3
BR-6-2597
70
OEC-4-7-062597-1654
100P.

PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P. O. BOX 2329, STANFORD, CALIFORNIA 94305

/ DECISION MAKING/ *DEVELOPING NATIONS/ ECONOMIC DEVELOPMENT/ EDUCATIONAL ATTITUDES/ *EDUCATIONAL DEVELOPMENT/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PLANNING/ EDUCATIONAL POLICY/ EDUCATIONAL RESEARCH/ EDUCATIONAL SOCIOLOGY/ MANPOWER DEVELOPMENT/ *MODELS/ *SOCIAL CHANGE/ SOCIOECONOMIC INFLUENCES/ SYSTEMS DEVELOPMENT
/ *MICRONESIA/ SOCIAL CONTROL

THE CASE STUDY EXAMINED THE DEVELOPMENT OF AN OVERALL EDUCATION PLAN FOR THE TRUST TERRITORY OF THE PACIFIC ISLANDS. THE METHODOLOGY OF MULTIDISCIPLINARY EDUCATION PLANNING THROUGH THE USE OF GENERAL

COMPARATIVE ANALYSIS MODELS OF POLITICAL, ECONOMIC, AND SOCIAL DEVELOPMENT IS EXPLAINED: ALMOND AND POWELL'S FRAMEWORK FOR THE ANALYSIS OF POLITICAL SYSTEMS, WARD H. GOODENOUGH'S PARADIGM OF WANTS AND NEEDS OF CHANGE AGENTS AND THEIR CLIENTS, AND HARBISON AND MYERS' MODEL FOR HUMAN RESOURCE DEVELOPMENT. BOTH THE STRENGTHS AND WEAKNESSES OF THE METHODOLOGY AND THE MODELS ALIKE ARE DISCUSSED: THE VALIDITY OF COMPARISON, RELIANCE ON JUDGMENTAL ANALYSIS, AND THE NEEDS FOR PRECISION PROPOSITIONS, COST ANALYSIS DATA, AND EDUCATIONAL RESEARCH. THE NEEDS FOR POLITICAL AND ECONOMIC DEVELOPMENT AND SOCIAL CHANGE ARE CONSIDERED FROM TWO POINTS OF VIEW: THE DEFINITION OF THE GOALS, AND THE RELATIONSHIPS WITHIN AND BETWEEN THESE SYSTEMS AND EDUCATION THAT ARE NECESSARY FOR GOAL ATTAINMENT. THE MODELS WERE USED TO DETERMINE THE RELATIONSHIPS AND TO LOGICALLY ANALYZE THEIR (MODELS) APPLICATIONS TO THE CONDITIONS IN THIS DEVELOPING AREA. IT IS ASSUMED THAT EDUCATION IS NECESSARY FOR GOAL ATTAINMENT: LEADERSHIP DEVELOPMENT, MANPOWER AND ECONOMIC DEVELOPMENT, AND PARTICIPATION OF THE PEOPLE IN THE DECISION-MAKING PROCESSES. (SBE)

371

ED043544 24 SO000273
EDUCATION AND NATIONAL DEVELOPMENT IN COLOMBIA.
PAEZ-GOMEZ, JOAQUIN
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
QPX27000; RMQ66000
ESCA-2
BR-6-2597
69
OEC-4-7-062597-1654
185P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P. O. BOX 2329, STANFORD, CALIFORNIA 94305

/ *COMMUNITY LEADERS/ *DEVELOPING NATIONS/ ECONOMIC CHANGE/ *EDUCATIONAL ATTITUDES/ *EDUCATIONAL DEVELOPMENT/ EDUCATIONAL RESEARCH / EDUCATIONAL SOCIOLOGY/ *SOCIAL CHANGE/ SOCIOECONOMIC INFLUENCES / *COLOMBIA

THIS STUDY IS AN EXPLORATION OF THE PATTERNS OF CONSENSUS AND DISSENSUS AMONG THE COUNTRY'S LEADERS IN THEIR ATTITUDES, OPINIONS, PERCEPTIONS, AND RESERVATIONS ABOUT SOCIAL AND ECONOMIC CHANGES THROUGH EDUCATION. IT IS A CASE STUDY OF A COUNTRY WHERE THE IDEAS OF EDUCATION PLAYING AN IMPORTANT ROLE IN MODERNIZATION IS ONLY PARTIALLY ACCEPTED. HOW DO 216 COLOMBIAN LEADERS: 1) EVALUATE THE PERFORMANCE OF THE EDUCATIONAL SYSTEM AS A CHANGE AGENT, 2) MAKE JUDGMENTS ABOUT EDUCATION -- DEFINITIONS OF PROBLEMS, SOLUTIONS, STANDARDS, VALUES, PERCEPTIONS, 3) DEFINE DEVELOPMENT -- INTEGRATED, MULTI-DIMENSIONAL, ONE-FACETED, 4) INTEGRATE THE EDUCATIONAL SYSTEM INTO THEIR CONCEPTS OF NATIONAL DEVELOPMENT, AND 5) INTEGRATE OTHER INSTITUTIONS, SUCH AS FOREIGN AGENCIES, THE CENTRAL GOVERNMENT, THE CATHOLIC CHURCH, INTO THEIR CONCEPTS OF NATIONAL DEVELOPMENT? IN GENERAL, THE INTERVIEW RESULTS SUGGEST THAT THE LEADERS WERE NOT ABLE TO INTEGRATE THE

EDUCATIONAL SYSTEM INTO THE PROCESS OF NATIONAL DEVELOPMENT. THEY SHOWED ONLY AN INCOMPLETE GRASP OF EDUCATIONAL PROCESS, THE MODERNIZATION PROCESS, OR THE IDEA OF DEVELOPMENT; MANY OF THEIR IDEAS WERE CONDITIONED BY THEIR POSITION IN SOCIETY AND SPECIAL AREAS OF INTEREST; AND, THEY WERE UNABLE TO CONSIDER OTHER INSTITUTIONS OR THE GOVERNMENT FOR INTEGRATED ROLES IN DEVELOPMENT. (SBE)

372

ED043768 24 VT011849
EDUCATION AND TRAINING FOR INDUSTRIAL DEVELOPMENT IN INDIA; THE PROBLEM OF LINKAGES.
RAO, B. S. VENKATA
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
RMQ66004
BR-6-2597
69
OEC-4-7-062597-1654
106P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

/ *EDUCATIONAL IMPROVEMENT/ EDUCATIONAL PROBLEMS/ FOREIGN COUNTRIES/ INDUSTRIAL TRAINING/ *JOB TRAINING/ *MANPOWER NEEDS/ PROGRAM DEVELOPMENT/ PROGRAM EVALUATION/ *TRADE AND INDUSTRIAL EDUCATION/ *TRAINING OBJECTIVES
/ *INDIA

WRITTEN AS A MONOGRAPH BASED ON PREVIOUS RESEARCH CONDUCTED AT STANFORD UNIVERSITY AS WELL AS IN INDIA, THIS DOCUMENT IS CONCERNED WITH THE IMPROVEMENT OF INDIA'S EXISTING INDUSTRIAL EDUCATION AND TRAINING IN RELATION TO AIMS OF INDUSTRIAL GROWTH. FOCUSING ON THE NEED TO ACHIEVE A CONSISTENCY BETWEEN THE OBJECTIVES OF THE INDUSTRIAL EDUCATION AND TRAINING SYSTEM AND THOSE OF THE INDUSTRIAL SECTOR, THIS MONOGRAPH ATTEMPTS AN EVALUATIVE REVIEW OF THE INDIAN SYSTEM AND INDICATES PROBLEM AREAS REQUIRING ATTENTION. SUGGESTIONS ARE OFFERED FOR IMPROVING THE EFFECTIVENESS OF THE SYSTEM THAT TRAINS QUALIFIED MANPOWER FOR INDUSTRY, INCLUDING AN ACTION-ORIENTED PROGRAM OF SKILL FORMATION IN MODERN SMALL INDUSTRY IN INDIA. (AUTHOR)

373

ED043769 24 VT011851
EDUCATION, TRAINING AND PRODUCTIVITY: A STUDY OF SKILLED WORKERS IN TWO FACTORIES IN SOUTH INDIA.
FULLER, WILLIAM P.
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
RMQ66004
BR-6-2597
70

OEC-4-7-062597-1654
138P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

/ ABILITY/ ENVIRONMENTAL INFLUENCES/ *FOREIGN COUNTRIES/ *JOB TRAINING/ OFF THE JOB TRAINING/ ON THE JOB TRAINING/ *PRODUCTIVITY/ *SKILLED OCCUPATIONS/ TASK PERFORMANCE/ *TRADE AND INDUSTRIAL EDUCATION/ WORK EXPERIENCE
/ *INDIA
TO EXAMINE THE CONTRIBUTIONS OF SPECIFIC KINDS OF OCCUPATIONAL TRAINING TO THE PRODUCTIVITY OF WORKERS WITH DIFFERENT LEVELS OF FORMAL SCHOOLING, INTERVIEWS WERE USED TO COLLECT DATA ON GENERAL EDUCATION, TRADE TRAINING, WORK EXPERIENCE, ENVIRONMENTAL CHARACTERISTICS, AND GENERAL ABILITY FROM 598 TURNERS, MILLERS, AND GRINDERS IN TWO FACTORIES IN BANGALORE, INDIA. THERE WERE SIGNIFICANT DIFFERENCES IN THE PRODUCTIVITY OF WORKERS WITH DIFFERENT KINDS OF TRAINING, BUT THE BEST PRODUCERS WERE WORKERS WITH SIMILAR LEVELS OF EDUCATION AND ENVIRONMENTAL BACKGROUNDS AND WITH MAINLY INFORMAL IN-PLANT TRAINING. WORKERS WHO HAD FORMAL TRAINING IN TECHNICAL SCHOOLS WERE PROMOTED WITHIN SKILLED OCCUPATIONAL CATEGORIES MORE RAPIDLY THAN WORKERS WITH PRIMARILY IN-PLANT TRAINING, WHICH SUGGESTS THAT PROMOTION IS DETERMINED MORE BY A CERTIFICATE OF QUALIFICATION THAN BY ACTUAL JOB PERFORMANCE. THE DIFFERENCES IN PRODUCTIVITY BETWEEN WORKERS WITH PRIMARILY OUTSIDE TRAINING AND OTHER WORKERS SEEM TO REFLECT DIFFERENCES IN ATTITUDES AND BEHAVIOR UNRELATED TO JOB KNOWLEDGE AND SKILL. (SB)

374

ED043783 24 VT011963
FACTORS ASSOCIATED WITH THE MIGRATION OF HIGH-LEVEL PERSONS FROM THE PHILIPPINES TO THE U.S.A.
CORTES, JOSEFINA R.
STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
RMQ66004
BR-6-2597
70
OEC-4-7-062597-1654
248P.
PUBLICATIONS SECRETARY, SIDEC, SCHOOL OF EDUCATION, P.O. BOX 2329, STANFORD UNIV., STANFORD, CALIFORNIA 94305

/ *DEVELOPING NATIONS/ EDUCATIONAL NEEDS/ FOREIGN COUNTRIES/ *INDIVIDUAL CHARACTERISTICS/ MANPOWER NEEDS/ *MIGRATION/ *PROFESSIONAL PERSONNEL/ *SOCIOECONOMIC INFLUENCES
/ PHILIPPINES
ALTHOUGH ALL COUNTRIES FACE SHORTAGES OF PROFESSIONAL PERSONNEL, THE PROBLEM IS ESPECIALLY CRITICAL FOR THE DEVELOPING NATIONS, WHO FACE THE DRAIN OF HIGH-LEVEL MANPOWER TO DEVELOPED NATIONS. THIS STUDY OF THE MIGRATION OF MANPOWER FROM THE PHILIPPINES TO THE UNITED STATES

IDENTIFIES THE MAJOR FACTORS IN THIS EXODUS, IMPROVES PREDICTION TECHNIQUES, AND ANALYZES WAYS TO MINIMIZE EMIGRATION THROUGH IMPROVED EDUCATIONAL PROGRAMS. OUT OF A POPULATION OF 9,613 COLLEGE-EDUCATED FILIPINOS WHO STUDIED IN THE UNITED STATES BETWEEN 1960 AND 1965, 753 NAMES WERE CHOSEN THROUGH DISPROPORTIONATE STRATIFIED SAMPLING OF THE MEDICAL AND NONMEDICAL SEGMENTS OF THE POPULATION. AFTER FURTHER DIVISION OF THE SAMPLE INTO THOSE WHO RETURNED TO THE PHILIPPINES AND THOSE WHO REMAINED IN THE UNITED STATES, USABLE QUESTIONNAIRES WERE RETURNED BY 66 MIGRANTS AND 188 NONMIGRANTS. THE REPORT CONCLUDES FROM THE DATA THAT MIGRATION IS HIGHLY RELATED TO ATTITUDES TOWARD THE HOME COUNTRY, AS WELL AS PERSONAL CHARACTERISTICS SUCH AS AGE AND SEX. CONSEQUENTLY, A SHORT-RUN PROGRAM TO REDUCE EMIGRATION SHOULD INVOLVE GOVERNMENT SUPPORT OF EDUCATION FOR INDIVIDUALS CAREFULLY SCREENED FOR ATTITUDES AND PERSONALITY TRAITS. IN THE LONG RUN, HOWEVER, EDUCATION AND THE CLIMATE FOR RESEARCH MUST BE IMPROVED SO THAT TALENT IS ADEQUATELY UTILIZED. (BH)

375

ED046238 EM008658
EDUCATIONAL TECHNOLOGY IN INTERNATIONAL DEVELOPMENT EDUCATION.
CHADWICK, CLIFTON
FLORIDA STATE UNIV., TALLAHASSEE. DEPT. OF EDUCATIONAL RESEARCH.
NOV 70
59P.

/ COST EFFECTIVENESS/ *DEVELOPING NATIONS/ DROPOUTS/ EDUCATION/ EDUCATIONAL INNOVATION/ EDUCATIONAL PLANNING/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL TECHNOLOGY/ ENROLLMENT INFLUENCES/ INFORMATION DISSEMINATION/ MANPOWER NEEDS/ SYSTEMS ANALYSIS/ TEACHING MODELS
/ BRAZIL/ COLUMBIA/ EL SALVADOR/ INDIA/ KOREA

MANY DEVELOPING COUNTRIES FACE SEVERE PROBLEMS IN THEIR EDUCATION SYSTEMS, AND THEIR SEARCH FOR SOLUTIONS TO THESE PROBLEMS IS CONDUCTED WITH GREAT URGENCY. AN IMPORTANT AREA WHERE POSSIBLE SOLUTIONS ARE BEING EXAMINED IS EDUCATIONAL TECHNOLOGY. THIS PAPER EXAMINES FIVE QUESTIONS WHICH ARE IMPORTANT TO ITS USE IN DEVELOPING COUNTRIES: (A) WHAT ARE THE MAIN PROBLEMS OF EDUCATION IN THE DEVELOPING NATIONS; (B) WHAT IS EDUCATIONAL TECHNOLOGY; (C) TO WHAT PROBLEMS HAS IT BEEN APPLIED AND WITH WHAT RESULTS; (D) WHAT NEW APPROACHES, DEVELOPMENTS AND INNOVATIONS ARE BEING PREPARED WHICH ARE RELEVANT TO THE DEVELOPING NATIONS; AND, (E) WHAT THINGS MUST BE DONE IN EDUCATIONAL TECHNOLOGY, IF IT IS TO BE TRULY RESPONSIVE TO THEIR NEEDS? IN SUMMARY, IT IS CONCLUDED THAT DEVELOPING COUNTRIES MUST BE SHOWN THE COST-BENEFIT OF EDUCATIONAL TECHNOLOGY. A BIBLIOGRAPHY IS APPENDED. (AUTHOR/MF)

376

EP000196 24 $68,050. NEUDLING
THE SOVIET EDUCATIONAL SYSTEM, ITS ROLE IN THE POLITICAL DEVELOPMENT OF THE U.S.S.R. (1917-1967).
AZRAEL, JEREMY R.
CHICAGO UNIV., ILL.
BR-5-0911
ORGANIZATION AND ADMINISTRATION STUDIES BRANCH, DHER
ILLINOIS CONGRESSIONAL DISTRICT NUMBER 2
OEC-6-10-117
FY66-$14,122 01-AUG-65 TO 30-JUN-66; FY67-$37,073 01-JUL-66 TO 30-JUN-67; FY68-$14,905 01-JUL-67 TO 30-JUN-68; FY69-$1,950 01-JUL-68 TO 30-SEP-70
/ COMPARATIVE ANALYSIS/ *EDUCATIONAL POLICY/ EDUCATIONAL PSYCHOLOGY/ POLITICAL POWER/ POWER STRUCTURE/ STATISTICAL STUDIES/ SURVEYS
/ CHICAGO/ U.S.S.R
START DATE 1 AUG 65;END DATE 30 SEP 70

THE PRINCIPAL OBJECTIVE OF THIS STUDY WILL BE TO EXPLORE THE ROLE OF EDUCATION IN POLITICAL DEVELOPMENT BY ANALYZING THE RELATIONSHIPS BETWEEN EDUCATIONAL POLICY AND POLITICAL CHANGE IN THE U.S.S.R. THE RESEARCHER WILL DETERMINE THE DIFFERENT STAGES OF POLITICAL DEVELOPMENT BY EXAMINING THE DEGREE OF POWER THE RULING ELITE EXERCISES ON THE EDUCATIONAL SYSTEM. DATA USED IN THIS HISTORICAL ANALYSIS WILL BE DRAWN FROM FOUR MAJOR SOURCES--(1) PUBLISHED AND UNPUBLISHED HISTORICAL RECORDS, (2) QUESTIONNAIRES AND INTERVIEWS ADMINISTERED TO SOVIET REFUGEES AT THE CLOSE OF WORLD WAR II, (3) CONTEMPORARY SOVIET PUBLICATIONS, AND (4) RESEARCH IN THE SOVIET UNION WHICH WILL INCLUDE INTERVIEWS WITH SELECTED SOVIET EDUCATORS AND POLITICAL AUTHORITIES. CHANGES IN THE LEVEL, CONTENT, DISTRIBUTION, AND METHODOLOGY OF EDUCATION WILL BE EXAMINED. EFFECTS OF THESE FACTORS UPON THE POLITICAL ORGANIZATION OF THE SOVIET UNION AND UPON THE DIFFERENT NATIONAL, OCCUPATIONAL, AND SOCIAL GROUPS WILL BE NOTED. (WB)

377

ED010008 24 66
FOREIGN STUDENTS AND THEIR AMERICAN STUDENT FRIENDS.
DOWLING, LEO R.; SHAFFER, ROBERT H.
INDIANA UNIV., BLOOMINGTON.
BR-5-0806; CRP-2266
387P.

/ COLLEGE STUDENTS/ *FOREIGN STUDENTS/ *FRIENDSHIP/ INTERGROUP RELATIONS/ *INTERPERSONAL RELATIONSHIP/ *SOCIAL RELATIONS/ *SOCIOCULTURAL PATTERNS/ STUDENT ATTITUDES/ STUDENT CHARACTERISTICS/ STUDENT OPINION
/ BLOOMINGTON/ INDIANA

THE SOCIOCULTURAL INTERACTIONS AND RELATIONSHIPS AMONG FOREIGN STUDENTS AND AMERICAN STUDENTS ON THE INDIANA UNIVERSITY CAMPUS WERE STUDIED TO ASCERTAIN THEIR IMPACT ON THE NATIVE GROUP AND TO DETERMINE THE DISTINGUISHING CHARACTERISTICS OF FRIENDSHIP PATTERNS AND ASSOCIATIONS BETWEEN BOTH GROUPS. ABOUT 550 AMERICAN STUDENTS WERE SELECTED FOR THE PROJECT SAMPLE. ALL WERE CLOSE FRIENDS OF FOREIGN STUDENTS ON CAMPUS. DATA WERE OBTAINED FROM A BACKGROUND QUESTIONNAIRE, PERSONALITY AND PERSONAL PREFERENCE TESTS, SCHOOL RECORDS, AND PERSONAL INTERVIEWS. A PART OF THE SAMPLE POPULATION WAS COMPARED TO OTHER STUDENTS WHO HAD NO CLOSE FOREIGN FRIENDS. THE FOREIGN STUDENTS SUPPLIED THE INFORMATION WHICH LED TO SELECTION OF THE STUDY SAMPLE FROM WHICH OBJECTIVE INFORMATION (ORIGINS AND DEVELOPMENT OF PRESENT FRIENDSHIPS WITH FOREIGN PEOPLE) AND SUBJECTIVE INFORMATION (ATTITUDES AND PERCEPTIONS OF FOREIGN PEOPLE) WERE OBTAINED IN ADDITION TO THAT DATA DESCRIBED ABOVE. IT WAS DETERMINED THAT THE FRIENDSHIPS UNDER EXAMINATION WERE BASED UPON SIMILARITIES IN INTERESTS AND ENVIRONMENTAL PROXIMITIES RATHER THAN UPON PERSONAL OR BACKGROUND CHARACTERISTICS, AND THAT INITIAL CONTACTS BETWEEN THE TWO GROUPS AROSE FROM ACADEMIC AND OTHER INTERESTS MATCHED IN INFORMAL AND SPONTANEOUS MEETINGS. CAMPUS ACTIVITIES AND COMMUNITY ORGANIZATIONS APPEARED TO CONTRIBUTE LITTLE. (JH)

378

ED010258 24 66
TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS.
KUMBARACI, TURKAN E.
COLUMBIA UNIV., NEW YORK, N.Y.
BR-5-8214; CRP-S-177
OEC-5-10-108
124P.

/ COLLEGE ENTRANCE EXAMINATIONS/ COLLEGE STUDENTS/ COMPARATIVE ANALYSIS/ CULTURAL DIFFERENCES/ *CULTURE FREE TESTS/ *FOREIGN STUDENTS

/ *ITEM ANALYSIS/ *READING COMPREHENSION/ *READING TESTS/ *SCREENING TESTS/ *TEST VALIDITY/ TURKISH

/ NEW YORK/ NEW YORK CITY/ TURKEY

A COMPARISON OF AN ENGLISH LANGUAGE READING COMPREHENSION TEST WITH ITS TURKISH TRANSLATION AND RETRANSLATION WAS CONDUCTED. THE INSTRUMENTS CONSISTED OF TWO PARALLEL FORMS OF A READING TEST OF COLLEGE ENTRANCE LEVEL. THEY WERE TRANSLATED INTO TURKISH, AND THEN RETRANSLATED INTO ENGLISH. SUPPLEMENTARY MEASURES WERE ALSO EMPLOYED. THE SAMPLE CONSISTED OF 896 TURKISH HIGH SCHOOL SENIORS AND COLLEGE STUDENTS, AND 1,324 AMERICAN HIGH SCHOOL SENIORS AND COLLEGE STUDENTS. SEVERAL SUGGESTIONS WERE DISCUSSED FOR THE PERFECTION OF THE INSTRUMENTS USED FOR SCREENING FOREIGN STUDENTS AND FOR CROSS-CULTURAL ITEM STATISTICS. (RS)

379

ED010552 24 AUG65

INTERNATIONAL ASPECTS OF HIGHER EDUCATION AND EXCHANGE--A COMMUNITY STUDY. FINAL REPORT.

DEUTSCH, STEVEN E.

WESTERN RESERVE UNIV., CLEVELAND, OHIO.

BR-5-8197; CRP-S-222

182P.

/ ADMINISTRATIVE POLICY/ *ATTITUDES/ *COMMUNITY STUDY/ *EXCHANGE PROGRAMS/ FOREIGN RELATIONS/ *FOREIGN STUDENTS/ *HIGHER EDUCATION/ INTERNATIONAL EDUCATION/ INTERVIEWS/ PROGRAM EVALUATION/ STUDENT ADJUSTMENT/ SURVEYS

/ CLEVELAND/ OHIO

A COMPREHENSIVE COMMUNITY STUDY WAS CONDUCTED OF THE FOREIGN STUDENTS AND THE INTERNATIONAL ASPECTS OF FIVE COLLEGES AND UNIVERSITIES IN THE CLEVELAND AREA. THE GENERAL RESEARCH DESIGN EMPLOYED THE USE OF SUCH SURVEY METHODS AS HISTORICAL ANALYSIS, INFORMANT TECHNIQUES, PERSONAL INTERVIEWS, AND OBSERVATION. DURING A 2-YEAR PERIOD, QUESTIONNAIRES WERE ADMINISTERED TO SAMPLES OF FOREIGN STUDENTS, HOST FAMILIES, AND AMERICAN STUDENTS AND FACULTIES. RESPONDENTS TOTALED 1,018 (286 FOREIGN STUDENTS, 143 HOST FAMILIES, 376 AMERICAN STUDENTS, AND 213 AMERICAN FACULTY MEMBERS). AT THE SAME TIME, INTERVIEWS WERE CONDUCTED WITH EDUCATIONAL ADMINISTRATORS, LABOR AND BUSINESS LEADERS, STAFF MEMBERS OF THE COUNCIL ON WORLD AFFAIRS, AND OTHERS INVOLVED IN INTERNATIONAL EXCHANGE PROGRAMS. AMONG THE AREAS COVERED IN THE INTERVIEWS WERE (1) PERCEPTION OF INTERNATIONAL STUDENT PROGRAMS (OBJECTIVES, ROLES TO BE PLAYED BY PARTICIPANTS AND OTHERS), (2) SOCIAL INTERACTION BETWEEN FOREIGN STUDENTS AND AMERICANS (STUDENTS, FACULTY, CITIZENS, AND STAFF PERSONS IN INTERNATIONAL PROGRAMS), AND (3) EVALUATION OF SERVICES AND PROGRAMS (BUSINESS, ACADEMIC, PROFESSIONAL, AND VOLUNTEER) IN THE HOST COMMUNITY. REPORTED WERE (1) THE HISTORICAL BACKGROUND OF EDUCATIONAL EXCHANGE IN VARIOUS AREAS, (2) FINDINGS FROM STUDIES OF THE FOREIGN STUDENTS AND THE COMMUNITY ROLE, (3) PERSPECTIVES OF INSTITUTIONAL INTERACTION WITH FOREIGN STUDENTS AND PROGRAMS, (4) FACULTY ATTITUDES TOWARD FOREIGN STUDENTS AND INTERNATIONAL ACTIVITIES IN HIGHER EDUCATION, AND (5)

DECISION-MAKING AND PLANNING BY ADMINISTRATIVE PERSONNEL FOR FOREIGN STUDENT PROGRAMS AND BROADER INTERNATIONAL PERSPECTIVES. TWO OF THE CONCLUSIONS WERE THAT (1) FOREIGN STUDENTS INTERACT TO A CONSIDERABLE EXTENT WITH AMERICAN FAMILIES, BUT MOST FEEL COMMITTED TO RETURN TO THEIR NATIVE COUNTRIES AND (2) CONSIDERABLE INTEREST IN INTERNATIONAL EDUCATION AND EXCHANGE IS EMERGING IN ALL QUARTERS (STUDENTS, FACULTY, ADMINISTRATION, COMMUNITY PEOPLE, AND FOREIGN STUDENTS). (RS)

380

ED022416 24 HE000005 68
THE NON-RETURNING FOREIGN STUDENT: THE ISRAELI CASE.
RITTERBAND, PAUL
COLUMBIA UNIV., NEW YORK, N.Y. BUREAU OF APPLIED SOCIAL RESEARCH.
RMQ66004
BR-6-1273
324P.

/ COLLEGE STUDENTS/ *CULTURAL FACTORS/ DEMOGRAPHY/ *ECONOMIC DEVELOPMENT/ *EDUCATIONAL OPPORTUNITIES/ EMPLOYMENT OPPORTUNITIES/ *FOREIGN STUDENTS/ *STUDENT CHARACTERISTICS/ TECHNOLOGICAL ADVANCEMENT / WORLD PROBLEMS
/ *BRAIN DRAIN/ ISRAEL

WHY STUDENTS COME TO AND REMAIN IN THE US MAY BE EXPLAINED BY A VARIETY OF FACTORS RELATED TO CONDITIONS IN THEIR HOME COUNTRY VERSUS CONDITIONS IN THE US. THE STRENGTH OF THESE OPERATIVE FACTORS WAS DETERMINED BY THE APPLICATION OF REASON ANALYSIS TO THREE GROUPS: ISRAELI STUDENTS AND ALUMNI POPULATION IN THE US, ISRAELIS WHO HAVE STUDIED IN THE US BUT RETURNED TO ISRAEL, AND ISRAELIS WHO HAVE RECEIVED ALL THEIR HIGHER EDUCATION IN ISRAEL. TO MEASURE THE EXTENT OF BRAIN DRAIN, BASIC DEMOGRAPHIC AND EDUCATIONAL CHARACTERISTICS OF STUDENTS WERE EXAMINED. POPULATION LISTS WERE COMPILED, AND ISRAELIS WHO HAD RETURNED FROM STUDY ABROAD, AS WELL AS ISRAELI POTENTIAL EMPLOYEES AND PERSONS OCCUPYING KEY POSITIONS IN THE EDUCATIONAL SYSTEM WERE INTERVIEWED. BASED ON THESE INTERVIEWS, A SYSTEMATIC QUESTIONAIRE WAS DESIGNED AND ADMINISTERED TO THE ENTIRE KNOWN ISRAELI STUDENT AND ALUMNI POPULATION IN THE US. A 67 PERCENT RESPONSE JUSTIFIED A RIGOROUS ANALYSIS OF ITS FINDINGS. A COMPARISON OF ISRAELI ECONOMIC DEVELOPMENT WITH THAT OF JAPAN AND INDIA INDICATES THAT A NATION BENT ON SOCIAL AND ECONOMIC GROWTH MUST AMPLIFY ITS HUMAN CAPITAL, PARTLY THROUGH FOREIGN INFLUENCE. BUT IT MUST SIMULTANEOUSLY BUILD AN INSTITUTIONAL FRAMEWORK THAT MAXIMIZES ITS INVESTMENT IN HUMAN TALENT. IF THE LEVEL OF INDIVIDUAL SKILL MATCHES THAT OF ECONOMIC DEVELOPMENT, THE COST OF NON-RETURN BECOMES DIRECTLY RELATED TO A NATION'S COMMITMENT TO AND ABILITY TO EFFECT SOCIAL CHANGE. (JS).

381

ED024039 24 AL001598 OCT 68
THE DEVELOPMENT OF AN ENGLISH LANGUAGE PROFICIENCY TEST OF FOREIGN STUDENTS, USING A CLOZENTROPY PROCEDURE. FINAL REPORT.
DARNELL, DONALD K.
COLORADO UNIV., BOULDER. DEPT. OF SPEECH AND DRAMA.
RMQ66004
BR-7-H-010
OEG-8-8-070010-2000-057
73P.

/ *CLOZE PROCEDURE/ COLLEGE STUDENTS/ *ENGLISH (SECOND LANGUAGE)/ *FOREIGN STUDENTS/ INFORMATION THEORY/ *LANGUAGE TESTS/ *STATISTICAL ANALYSIS/ TESTING/ TEST INTERPRETATION/ TEST RELIABILITY/ TEST VALIDITY

/ *CLOZENTROPY/ TEST OF ENGLISH AS A FOREIGN LANGUAGE/ TOEFL

THIS FINAL REPORT PRESENTS A DESCRIPTION OF A TEST COMBINING CLOZE PROCEDURE AND AN ENTROPY ANALYSIS (CLOZENTROPY), DESIGNED TO MEASURE THE COMPATIBILITY OF A FOREIGN STUDENT'S ENGLISH WITH THAT OF HIS PEERS WHO ARE NATIVE SPEAKERS OF ENGLISH. THIS TEST, AND THE TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) WERE ADMINISTERED TO 48 FOREIGN STUDENTS AT THE UNIVERSITY OF COLORADO. (THE CLOZENTROPY TEST WAS ALSO ADMINISTERED TO 200 NATIVE SPEAKERS OF ENGLISH AT THE SAME UNIVERSITY.) COMPARABLE RELIABILITY COEFFICIENTS OF APPROXIMATELY .86 WERE OBTAINED FOR THE TWO TESTS. CORRELATION BETWEEN TOTAL SCORES ON THE TWO TESTS WAS .833. ANALYSIS OF VARIANCE CONFIRMS THAT CONTENT AND DIFFICULTY OF TEST MATERIAL, MAJOR OF SUBJECTS, AND LEVEL AND MAJOR OF NATIVE COMPARISON GROUPS HAVE SIGNIFICANT INFLUENCES ON THE CLOZENTROPY INDEX OF ENGLISH PROFICIENCY. A DISCUSSION OF THE ADVANTAGES OVER CONVENTIONAL TYPES OF TESTS AND THE MAJOR WEAKNESS (DEPENDENCY ON COMPUTER ASSISTANCE IN SCORING), A SAMPLE COPY OF THE TEST INSTRUMENT, SAMPLE LETTERS TO THE STUDENTS, SAMPLES OF COMPUTER OUTPUT ON THE SCORING PROGRAM, AND OTHER DATA ARE INCLUDED IN THE REPORT. (AMM)

382

ED026974 24 HE000768 FEB 69
REPORT OF A STUDY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A CENTRAL FOREIGN CREDENTIAL EVALUATION SERVICE UNDER NON-GOVERNMENTAL AUSPICES.
FREY, JAMES F.
RMQ66004
BR-9-8010
75P.

/ *ACHIEVEMENT RATING/ CERTIFICATION/ CREDENTIALS/ EDUCATIONAL BACKGROUND/ *EVALUATION NEEDS/ *FOREIGN STUDENTS/ GRADES (SCHOLASTIC)/ *HIGHER EDUCATION/ INFORMATION NEEDS/ *STUDENT RECORDS

THE STUDY WAS CONDUCTED TO DETERMINE WHETHER A NON-GOVERNMENTAL FOREIGN CREDENTIAL EVALUATION SERVICE (FCES) SHOULD BE ESTABLISHED AND IF SO, WHAT SERVICES IT WOULD PROVIDE, WHAT THE DEMAND FOR THESE SERVICES WOULD BE, AND WHAT FINANCIAL RESOURCES IT WOULD REQUIRE. A SURVEY OF ADMISSIONS OFFICERS AT 223 EDUCATIONAL INSTITUTIONS AND REPRESENTATIVES OF 38 AGENCIES (FEDERAL GOVERNMENT, PRIVATE, AND STATE TEACHER CERTIFICATION AND NURSING LICENSING BOARDS) REVEALED THAT THERE IS A CONTINUING NEED FOR A CENTRAL AGENCY TO EVALUATE CREDENTIALS OF FOREIGN STUDENTS AND PROFESSIONALS. THE EVALUATIVE REPORTS PROVIDED BY THE FCES OF THE US OFFICE OF EDUCATION ARE AUTHORITATIVE AND UP-TO-DATE, BUT ARE CONSIDERED AS SOMEWHAT GENERAL IN NATURE. IF THIS SERVICE WERE TO BE DISCONTINUED, IT WAS FELT THAT A NEW INDEPENDENT AGENCY SHOULD REPLACE IT. THE NEW FCES WOULD SPEED UP THE DELIVERY OF MORE DETAILED REPORTS WHICH WOULD INCLUDE: NUMBER OF A STUDENT'S YEARS OF FORMAL EDUCATION, QUALITY OF ACADEMIC WORK IN TERMS OF HIS COUNTRY'S RATING SYSTEM AND OF THE US GRADING SCALE, NUMBER OF CREDIT HOURS IN MAJOR FIELD AND IN ALL SUBJECTS, US EQUIVALENCE FOR FOREIGN CERTIFICATES AND DEGREES, AND OTHER ITEMS. NO CONSENSUS WAS REACHED ON THE ORGANIZATIONAL STRUCTURE OF A NEW FCES BUT OUTSIDE FUNDS WOULD BE NEEDED FOR ITS FIRST 5 YEARS, AFTER WHICH IT WOULD BE ENTIRELY SELF-SUPPORTING. THE REPORT CONTAINS RECOMMENDATIONS ON STAFFING, BUDGET, FEES AND BILLING ARRANGEMENTS, AND 56 ILLUSTRATIVE TABLES. (WM)

383

ED010348 48
GUIDE TO NETHERLANDIC STUDIES, BIBLIOGRAPHY.
LAGERWEY, WALTER
CALVIN COLL., GRAND RAPIDS, MICH.
NDEA-VI-189
64
OEC-4-14-030
178P.

/ *BIBLIOGRAPHIES/ BOOKLISTS/ *DUTCH/ *DUTCH CULTURE/ *GUIDES/ HISTORY/ *LITERATURE/ PUBLICATIONS
/ GRAND RAPIDS
THIS BIBLIOGRAPHY OF NETHERLANDIC STUDIES IS A REVISED AND AUGMENTED EDITION OF A REFERENCE GUIDE PREPARED IN 1961. THE TERM "NETHERLANDIC" IS USED TO REFER TO THE GEOGRAPHICAL AREA WHERE THE DUTCH (FLEMISH) LANGUAGE IS SPOKEN. THE BIBLIOGRAPHY OFFERS INFORMATION ON PRINCIPAL STUDIES OF THE NETHERLANDIC PEOPLES' LANGUAGE, LITERATURE, HISTORY, CULTURE, AND CIVILIZATION. THE SUBJECT HEADINGS ARE (1) GENERAL INFORMATION, (2) THE DUTCH IN THE UNITED STATES, (3) ENCYCLOPEDIAS, SPECIAL DICTIONAIRES, AND REFERENCE WORKS, (4) SCIENTIFIC AND TECHNICAL DICTIONAIRES, (5) DUTCH LANGUAGE, (6) MATERIALS FOR THE STUDY OF THE DUTCH LANGUAGE, (7) NETHERLANDIC (DUTCH AND FLEMISH) LITERATURE, (8) NETHERLANDIC HISTORY, (9) LAND AND PEOPLE OF THE NETHERLANDS, (10) NETHERLANDIC CULTURE AND CIVILIZATION, (11) DUTCH AND FLEMISH ART, (12) ECONOMY OF THE NETHERLANDS AND SOCIAL CONDITIONS, (13) UNITED STATES LIBRARY RESOURCES FOR NETHERLANDIC STUDIES, AND (14) MISCELLANEOUS (WHICH INCLUDES FILMS, PERIODICALS, AND TRANSLATIONS). (GC)

384

ED010408 24
A BIBLIOGRAPHY OF ALL ENGLISH-AND-AMERICAN-LITERATURE DISSERTATIONS ACCEPTED BY AMERICAN, BRITISH, AND GERMAN UNIVERSITIES FROM 1865-1964, CLASSIFIED BY PERIOD AND MAJOR AUTHORS.
MCNAMEE, LAWRENCE F.
EAST TEXAS STATE UNIV., COMMERCE.
BR-5-8246; CRP-S-301
66
1,423P.

/ *BIBLIOGRAPHIES/ *DOCTORAL DEGREES/ *DOCUMENTATION/ INDEXES (LOCATERS)/ *LITERATURE/ RESEARCH PROBLEMS/ *RESOURCE MATERIALS
/ COMMERCE/ GERMANY/ GREAT BRITAIN/ UNITED STATES
A BIBLIOGRAPHY OF DISSERTATIONS WAS PREPARED SO THAT THE DOCTORAL STUDENT COULD DETERMINE WHETHER OR NOT HIS PROJECTED DISSERTATION TOPIC HAD ALREADY BEEN DONE IN THE UNITED STATES, BRITAIN, OR GERMANY.

INDIVIDUAL LISTINGS OF DISSERTATIONS IN THE EAST TEXAS STATE UNIVERSITY LIBRARY AND LIBRARY OF CONGRESS WERE SENT TO THE RESPECTIVE UNIVERSITIES FOR APPROVAL AND/OR CORRECTION. THE WORDING OF THE TITLES, THE SPELLING OF THE AUTHORS' NAMES, AND THE SELECTION OF YEARS IN WHICH THE DISSERTATIONS WERE ACCEPTED WERE DERIVED FROM THE OFFICIAL RECORDS OF THE INSTITUTIONS CONCERNED. THE VOLUME INCLUDED (1) UNIVERSITY CODES, (2) AREA CODES, (3) INDEX OF AREAS AND MAJOR AUTHORS, (4) BIBLIOGRAPHY, (5) CROSS INDEX OF AUTHORS, (6) LISTING OF AUTHORS OF DISSERTATIONS, AND (7) CROSS INDEX OF TOPICS. (RS)

385

ED012351 48 AA000103
RESEARCH IN JAPANESE SOURCES--A GUIDE.
RYAN, MARLEIGH; WEBB, HERSCHEL
COLUMBIA UNIV., NEW YORK, N.Y.
NDEA-6-253
65
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *BIBLIOGRAPHIES/ *HUMANITIES/ INDEXES (LOCATERS)/ *JAPANESE/ *LIBRARY MATERIALS/ *TRANSLATION
/ NEW YORK CITY

A BEGINNER'S GUIDE HAS BEEN PREPARED FOR THE SUBJECT OF JAPANESE BIBLIOGRAPHIES. IT WAS DESIGNED FOR THREE KINDS OF USERS--(1) THE STUDENT IN SOME DISCIPLINE OF THE HUMANITIES WHO WISHES TO CONDUCT RESEARCH ON JAPAN AND MAKE USE OF JAPANESE LANGUAGE MATERIALS, (2) THE STUDENT OR LIBRARIAN WHO KNOWS NO JAPANESE BUT WISHES INFORMATION ABOUT JAPAN, AND (3) THE STUDENT IN ANY DISCIPLINE WHOSE SPECIAL INTEREST MAY HAVE NOTHING IN PARTICULAR TO DO WITH JAPAN, BUT WHO WISHES TO CONSULT THE WORK DONE IN HIS FIELD BY JAPANESE SCHOLARS. THE INFORMATION ON SUCH SUBJECTS AS STATISTICS, HISTORIOGRAPHY, AND LAW IS LIMITED TO WHAT WOULD BE USEFUL TO STUDENTS OF THE HUMANITIES OR SOCIAL SCIENCES IN GENERAL. THIS BOOK WAS PUBLISHED BY COLUMBIA UNIVERSITY PRESS, 1965, 170 PAGES. (TC)

386

ED012813 48 AA000173
A SELECTIVE BIBLIOGRAPHY OF CONTEMPORARY BRAZILIAN AUTHORS.
HOPE, HENRY W.
WISCONSIN UNIV., MILWAUKEE.
BR-5-1258
SEP65
OEC-5-14-005
61P.

/ *BIBLIOGRAPHIES/ ESSAYS/ *FICTION/ *LITERATURE/ NOVELS/ *PORTUGUESE/ SHORT STORIES/ *SYNTAX/ WRITING

A BIBLIOGRAPHIC LISTING WAS COMPILED IN CONNECTION WITH A RESEARCH PROJECT ON THE SYNTAX OF CONTEMPORARY BRAZILIAN PORTUGUESE. THE DOCUMENT WAS NOT INTENDED TO BE AN EXHAUSTIVE INVENTORY OF

CONTEMPORARY BRAZILIAN LITERATURE. SUBJECTS INCLUDED ARE FICTION AND NON-FICTION IN THE HUMANITIES AND SOCIAL SCIENCES. ANNOTATIONS ARE NOT INCLUDED. THE DATES OF THE MATERIALS RANGE FROM 1934 TO 1966. (TC)

387

ED012832 24 AA000230
TEACHING ABOUT LATIN AMERICA IN THE ELEMENTARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.
CONROY, WILLIAM; GILL, CLARK
TEXAS UNIV., AUSTIN.
BR-6-1183-BULL-1
67
46P.

/ ANNOTATED BIBLIOGRAPHIES/ *BIBLIOGRAPHIES/ BOOKS/ *FOREIGN COUNTRIES/ *FOREIGN CULTURE/ PERIODICALS/ PUBLICATIONS/ *RESOURCE MATERIALS/ *SOCIAL STUDIES
/ AUSTIN
AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MEDIA RELATED TO LATIN AMERICA WAS PREPARED BY THE STAFF OF THE LATIN AMERICA CURRICULUM PROJECT AT THE UNIVERSITY OF TEXAS. THIS BIBLIOGRAPHY WAS PREPARED FOR TEACHERS, SUPERVISORS, AND CURRICULUM WRITERS IN ELEMENTARY SCHOOLS. MOST OF THE MEDIA CITED HAVE BEEN PUBLISHED SINCE 1960. FICTION BOOKS PUBLISHED SINCE 1950 WERE ALSO INCLUDED BECAUSE THEY ARE LESS DATED BY THE PASSAGE OF TIME. THE MEDIA ARE LISTED IN CATEGORIES. WITHIN EACH CATEGORY, ENTRIES ARE DESIGNATED AS PRIMARY OR INTERMEDIATE OR AS APPROPRIATE FOR A SPECIFIC GRADE LEVEL. A SOURCE LIST OF NAMES AND ADDRESSES IS GIVEN. A SEPARATE BIBLIOGRAPHY THAT WAS PREPARED FOR SECONDARY SCHOOL SOCIAL STUDIES PERSONNEL IS AA 000 231. (AL)

388

ED012833 24 AA000231
TEACHING ABOUT LATIN AMERICA IN THE SECONDARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.
CONROY, WILLIAM; GILL, CLARK
TEXAS UNIV., AUSTIN.
BR-6-1183-BULL-2
67
77P.

/ ANNOTATED BIBLIOGRAPHIES/ *BIBLIOGRAPHIES/ BOOKS/ *FOREIGN COUNTRIES/ *FOREIGN CULTURE/ PERIODICALS/ PUBLICATIONS/ *RESOURCE MATERIALS/ *SOCIAL STUDIES
/ AUSTIN
AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MATERIALS RELATED TO CONTEMPORARY LATIN AMERICA WAS PREPARED TO SERVE AS A GUIDE TO INSTRUCTIONAL RESOURCES FOR USE AT THE SECONDARY LEVEL. AN ATTEMPT WAS MADE TO INCLUDE ONLY THE MORE SIGNIFICANT AND MOST RECENTLY

PUBLISHED MATERIALS AVAILABLE IN ENGLISH. PART I OF THE BIBLIOGRAPHY LISTS RECENT BOOKS AND PAMPHLETS IN TWO SUBDIVISIONS--ONE FOR GRADES 7 THROUGH 9 AND ONE FOR GRADES 10 THROUGH 12. MAJOR GROUPS OF BOOKS AND PAMPHLETS THAT WERE PUBLISHED AS A SERIES ARE ANNOTATED AS A GROUP. MOST BOOKS NOT IN A SERIES HAVE BEEN PUBLISHED SINCE THE YEAR 1960 AND THE MAJORITY OF THESE TITLES ARE LISTED IN THE 1966 EDITIONS OF "BOOKS IN PRINT." PART II CONSISTS OF 10 SUBDIVISIONS OF EDUCATIONAL MATERIALS AND RESOURCES TO AID IN TEACHING ABOUT LATIN AMERICA--BIBLIOGRAPHIES AND REFERENCE WORKS, BOOKS AND PAMPHLETS TO AID IN TEACHING ABOUT LATIN AMERICA, PERIODICALS FOR THE TEACHER AND STUDENT, PERIODICAL ARTICLES TO AID IN TEACHING ABOUT LATIN AMERICA, OFFICIAL SOURCES OF INFORMATION, SECONDARY TEXTBOOKS DEVOTED EXCLUSIVELY TO LATIN AMERICA, SOURCES OF FILMS AND FILMSTRIPS, SOURCES OF FREE AND INEXPENSIVE LEARNING MATERIALS, TEACHING UNITS, AND WORKTEXTS AND PAMPHLETS FOR THE STUDENT. AN APPENDIX PROVIDES THE ADDRESSES OF THE PUBLISHERS AND OTHER SOURCES CITED. A SEPARATE BUT RELATED BIBLIOGRAPHY THAT WAS PREPARED FOR ELEMENTARY SCHOOL SOCIAL STUDIES IS AA 000 230. (AL)

389

ED015766 48 LI000074
SURVEY OF BIBLIOGRAPHIES AND REFERENCE WORKS ON ASIA, AFRICA, LATIN AMERICA, RUSSIA, AND EAST EUROPE--AND COMPILATION OF BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA FOR UNDERGRADUATE LIBRARIES. INTERIM REPORT, PHASE ONE.
MOREHOUSE, WARD
STATE UNIV. OF NEW YORK, NEW YORK. FOREIGN AREA MATERIALS CENTER.
BR-5-0931-IR-PHASE-1
NOV67
OEC-1-6-050931-1278
19P.

/ *BIBLIOGRAPHIES/ *COLLEGE LIBRARIES/ CONFERENCES/ ELECTRONIC DATA PROCESSING/ *FOREIGN COUNTRIES/ FOREIGN LANGUAGE BOOKS/ FOREIGN LANGUAGE PERIODICALS/ *LIBRARY MATERIALS/ *REFERENCE MATERIALS/ UNDERGRADUATE STUDY
/ AFRICA/ ASIA/ CHICAGO/ DATATEXT/ EUROPE/ LATIN AMERICA/ NEW YORK/ RUSSIA

THE PURPOSE OF THE PROJECT IS TO ASSIST UNDERGRADUATE LIBRARIES IN STRENGTHENING THEIR RESOURCES ON AREAS OUTSIDE THE PERIMETER OF WESTERN CIVILIZATION USUALLY GIVEN LITTLE ATTENTION BY AMERICAN COLLEGES, WITH SPECIAL EMPHASIS ON EAST AND SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA. UNDER THE PROJECT'S FIRST PHASE, A PANEL OF LIBRARY ADVISERS WAS ESTABLISHED, AND PRELIMINARY VERSIONS OF A GUIDE TO REFERENCE MATERIALS ON NON-WESTERN EUROPEAN AREAS AND BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA, AND AFRICA SOUTH OF THE SAHARA HAVE BEEN COMPILED BY COLLATING EXISTING BIBLIOGRAPHIES AND ADDING RECENTLY PUBLISHED ITEMS. THE BIBLIOGRAPHIES WERE PREPARED BY COMPUTERS, USING WITH SUCCESS THE DATATEXT SYSTEM FOR SOURCE DATA ENTRY. THE FINAL VERSIONS WILL BE ISSUED AFTER REVISION AND GRADING

BASED ON ADVICE FROM SCHOLARS AND LIBRARIANS. INCLUDED AS AN APPENDIX IS THE REPORT OF A CONFERENCE ON THE PLACE OF NON-EUROPEAN LANGUAGE MATERIALS IN UNDERGRADUATE LIBRARIES (CHICAGO, NOVEMBER 17, 1967). TOPICS DISCUSSED BY FACULTY AND LIBRARIAN PARTICIPANTS INCLUDE THE IMPACT ON UNDERGRADUATE LIBRARIES FROM IMPROVED LANGUAGE INSTRUCTION AND INCREASING FACULTY NEEDS FOR RESEARCH MATERIALS IN NON-ENGLISH LANGUAGES. CONFERENCE RECOMMENDATIONS ON APPROPRIATE ACQUISITIONS IN THESE AREAS CONCLUDE THE REPORT. ALSO APPENDED IS A PAPER READ AT THE CONFERENCE--"SOME REFLECTIONS ON THE USE OF RUSSIAN LANGUAGE MATERIALS ON THE COLLEGE LEVEL AND DESIRABLE FUTURE DIRECTIONS IN THIS AREA," BY DOUGLAS READING. (JB)

390

ED016168 72 AC001909
INDIAN EDUCATIONAL MATERIAL, AN ANNOTATED QUARTERLY BIBLIOGRAPHY.
DAS GUPTA, A.K., ED.
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
BR-7-1275; TT-67-59017-3
MAR67
84P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *CURRICULUM/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL PSYCHOLOGY/ GUIDANCE COUNSELING/ HIGHER EDUCATION/ INSTRUCTIONAL MATERIALS/ PUBLIC SCHOOLS/ SCHOOL ADMINISTRATION/ *STUDENT BEHAVIOR/ STUDENT EVALUATION/ *TEACHER EDUCATION/ TEACHER EVALUATION/ *TEACHING METHODS/ TESTING/ UNIVERSITIES

/ INDIA

THIS ANNOATED BIBLIOGRAPHY WAS COMPILED AND PUBLISHED FOR THE OFFICE OF EDUCATION IN ACCORDANCE WITH AN AGREEMENT WITH THE NATIONAL SCIENCE FOUNDATION. IT CONTAINS OVER 200 ITEMS PUBLISHED IN INDIA DURING THE 1966 AND EARLY 1967. CERTAIN ASPECTS OF THE EDUCATIONAL STRUCTURE ARE HEAVILY REPRESENTED--UNIVERSITY LEVEL COURSES, EDUCATIONAL PSYCHOLOGY, EXAMINATIONS AND STUDENT EVALUATION, HIGHER EDUCATION, EDUCATIONAL PLANNING AND POLICY, CAUSES AND PATTERNS OF STUDENT UNREST, TEACHING METHODS AND TEACHNIQUES (INCLUDING INSTRUCTIONAL MATERIALS, AUDIOVISUAL AIDS, AND PROGRAMED INSTRUCTION), GUIDANCE AND COUNSELING, TEACHER EDUCATION, AND FACETS OF ADMINISTRATION AND ORGANIZATION. ITEMS ARE ALSO INCLUDED ON CURRICULUM PLANNING, EDUCATIONAL SOCIOLOGY, RESEARCH METHODOLOGY, ACADEMIC STANDARDS, HEALTH CARE, PUBLIC SCHOOLS, ADULT EDUCATION, VOCATIONAL EDUCATION, AND USE OF REGIONAL LANGUAGES AS A MEDIUM OF INSTRUCTION. THERE IS A LIST OF THE PERIODICALS ABSTRACTED. (LY)

391

ED025184 72 FL001187
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOLUME 4, NUMBER 2, 1968.
LEVI, ZOJICA; MIRKOVIC, IRENE

NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
RMQ66000
68
56P.

/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL CHANGE/ *EDUCATIONAL RESOURCES/ *FOREIGN COUNTRIES/ INSTITUTIONAL SCHOOLS/ *INSTRUCTIONAL MATERIALS/ TEACHER EDUCATION/ TEACHER ROLE
/ YUGOSLAVIA

INCLUDED IN THIS ENGLISH TRANSLATION OF AN ANNOTATED BIBLIOGRAPHY ARE ONE HUNDRED ITEMS CITING DOCUMENTS CONTAINING INFORMATION ABOUT YUGOSLAV EDUCATIONAL RESOURCES AND SCHOOL SYSTEMS. ALMOST HALF THE BIBLIOGRAPHICAL CITATIONS PERTAIN TO THE DIFFERENT KINDS OF SCHOOLS AND INSTITUTIONS. BRIEFER ATTENTION IS DIRECTED TO THE DEVELOPMENT OF EDUCATION, TEACHER TRAINING AND TEACHING STAFF, MANAGEMENT AND FINANCE, LEGISLATION, AND PROBLEMS IN EDUCATION. SOME MATERIAL IS ALSO PROVIDED ON EDUCATIONAL HISTORY AND RESEARCH, SCHOOL REFORM, CURRICULUMS AND SYLLABUSES, AUDIOVISUAL AIDS, PHYSICAL EDUCATION, AND EDUCATIONAL STATISTICS. (AF)

392

ED027806 72 FL001272
SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOLUME 7, NUMBER 3, 1968.
DABROVSKI, KAZIMIERZ, ED.
POLISH SCIENTIFIC PUBLISHERS.
RMQ66000
TT-68-50010/3
30 APR 68
52P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL THEORIES/ *FOREIGN COUNTRIES/ HIGHER EDUCATION/ INTERNATIONAL EDUCATION/ POLISH/ PRESCHOOL EDUCATION/ PRIMARY EDUCATION/ SECONDARY SCHOOLS/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ VOCATIONAL EDUCATION
/ POLAND

A 100-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN POLISH COMPRISES THE THIRD IN A SERIES PRODUCED TO PROVIDE INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN POLAND. MAJOR ATTENTION IS GIVEN TO THE TYPES AND LEVELS OF SCHOOLING WITH LISTINGS COVERING PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL, ADULT, SPECIAL, AND HIGHER EDUCATION. SOCIAL AND EDUCATIONAL SCIENCES ALSO RECEIVE CONSIDERABLE ATTENTION. OTHER SECTIONS ARE DEVOTED TO THE HISTORY OF EDUCATION, LAWS AND LEGISLATION, GENERAL EDUCATIONAL INFORMATION, THE TEACHING PROFESSION, EDUCATIONAL STATISTICS, AND MISCELLANEOUS OTHER RELEVANT PROBLEM AREAS. ENGLISH TRANSLATIONS OF EACH POLISH TITLE AND AN AUTHOR INDEX ARE PROVIDED. FOR A RELATED DOCUMENT SEE FL 001 287. (AF)

393

ED027807 72 FL001273
EDUCATION ABSTRACTS-BURMA.
BA, U. COMP.
NATIONAL SCIENCE TEACHERS ASSOCIATION, WASHINGTON, D.C.
TT-68-59401-2
OCT 68
58P.

/ *ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ *BURMESE/ BURMESE CULTURE/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ ELEMENTARY EDUCATION/ *FOREIGN COUNTRIES/ HIGH ER EDUCATION/ INSTRUCTIONAL PROGRAMS/ NON WESTERN CIVILIZATION/ SECONDARY EDUCATION/ SPECIAL EDUCATION/ STUDENT ROLE/ TEACHER EDUCATION/ TEACHER ROLE/ TECHNICAL EDUCATION
/ BURMA

REPRODUCED IN THIS 129-ITEM BIBLIOGRAPHY WITH ABSTRACTS ARE SUMMARIES OF ACCOUNTS TAKEN PRIMARILY FROM "WORKING PEOPLE'S DAILY" AND "GUARDIAN," PUBLISHED IN RANGOON FROM MAY THROUGH AUGUST 1968 AND OFFERING INFORMATION ON (1) GENERAL, PRIMARY, SECONDARY, AND HIGHER EDUCATION, (2) MISCELLANEOUS EDUCATIONAL CONSIDERATIONS, (3) RELEVANT EDITORIALS AND PERIODICALS, AND (4) HIGH SCHOOL TEACHER TRAINING IN BURMA. COVERED UNDER THESE TOPICAL HEADINGS ARE SUCH ISSUES IN BURMESE EDUCATION AS--(1) ADMINISTRATIVE AND BUDGETARY PRACTICES, (2) SPECIAL AND TECHNICAL EDUCATION COURSES AND INSTITUTIONS, (3) INSTRUCTIONAL METHODS AND INNOVATIONS, (4) STUDENT ACTIVITIES, (5) TEACHER ROLE, (6) TESTING PRACTICES, AND (7) UNIQUE SERVICES AND FUNCTIONS. FOR A RELATED DOCUMENT, SEE FL 001 169. (CW)

394

ED027809 48 FL001277
A PRELIMINARY HANDLIST OF IMPORTANT ENGLISH, FRENCH AND GERMAN WORKS ON MODERN MIDDLE EASTERN HISTORY (1798-1948).
KUNKE, LAVERNE
RMQ66004
BR-5-1291
66
OEC-5-14-055
165P.

/ ARCHIVES/ ASIAN HISTORY/ ATLASES/ BIBLIOGRAPHIES/ BIOGRAPHIES/ BOOKLISTS/ *ENGLISH/ FOREIGN COUNTRIES/ FOREIGN LANGUAGE BOOKS/ *FRENCH/ *GERMAN/ HISTORY/ *MIDDLE EASTERN HISTORY/ MODERN HISTORY/ NON WESTERN CIVILIZATION/ PERIODICALS/ *PUBLICATIONS/ REFERENCE BOOKS/ SOCIAL SCIENCES
/ ARABIA/ EGYPT/ IRAN/ IRAQ/ JORDAN/ LEBANON/ *MIDDLE EAST/ PALESTINE/ SYRIA/ THE OTTOMAN EMPIRE/ THE SUDAN

THIE BIBLIOGRAPHY OF PUBLISHED WORKS IN ENGLISH, FRENCH, AND GERMAN

ON 19TH AND 20TH CENTURY MIDDLE EASTERN HISTORY IS DESIGNED AS A PRELIMINARY HANDLIST TO TEST THE FEASIBILITY OF COMPILING A CORE BIBLIOGRAPHY IN THE FIELD FOR NONSPECIALISTS AND BEGINNING GRADUATE STUDENTS. AMONG THE ENTRIES, WHICH ARE CLASSIFIED ACCORDING TO GEOGRAPHICAL AREA AND SUBJECT MATTER, ARE GUIDES TO ARCHIVAL MATERIALS, ATLASES, BIBLIOGRAPHICAL STUDIES, PUBLISHED MEMOIRS, TRAVEL ACCOUNTS, STATE DOCUMENTS, SOURCE MATERIALS, PERIODICALS, AND BOOKS. ALSO INCLUDED ARE WORKS FROM THE FIELD OF SOCIAL SCIENCE RELATED TO MIDDLE EASTERN HISTORICAL DEVELOPMENT. (CW)

395

ED027810 72 FL001281
SELECTED BIBLIOGRAPHY OF ISRAEL EDUCATIONAL MATERIALS, AUGUST 1968-NOVEMBER 1968. VOLUME 3, NUMBER 3, 1968.
BRAWER, CHAIM I., ED.
BAR-ILAN UNIV., JERUSALEM (ISRAEL). DEPT. OF EDUCATION.; ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION, JERUSALEM.
FGK57295; RMQ66000
TT-68-50446-3
69
73P.

/ ADJUSTMENT (TO ENVIRONMENT)/ ADJUSTMENT PROBLEMS/ *ANNOTATED BIBLIOGRAPHIES/ ARABIC/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL CHANGE/ EDUCATIONAL COORDINATION/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ HEBREW/ INTERNATIONAL EDUCATION/ JEWS/ MIGRANT YOUTH/ SOCIAL ADJUSTMENT/ YOUTH PROBLEMS/ YOUTH PROGRAMS
/ ISRAEL

A 120-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN HEBREW AND ARABIC COMPRISES ONE OF A CONTINUING SERIES OF VOLUMES DESIGNED TO PROVIDE INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ISRAEL. SEVENTY-FIVE ENTRIES, INCLUDED IN A SPECIAL SECTION DEVOTED TO THE YOUTH ALIYAH, PROVIDE A RICH BIBLIOGRAPHICAL COLLECTION OF MATERIALS PERTAINING TO THE EVER-CHANGING ROLE ASSUMED BY THIS ENTERPRISE IN ATTEMPTING TO SOLVE THE IMMEDIATE PROBLEMS IN YOUTH ABSORPTION DURING THE PAST 30 TURBULENT YEARS IN THE LIVES OF THE JEWISH PEOPLE AND IN THE NATION OF ISRAEL. INCLUDED ARE ITEMS ON (1) HISTORY AND EVALUATION, (2) YOUTH FROM ISLAMIC COUNTRIES, (3) KIBBUTZ TRAINING AND CURRICULUMS, AND (4) TEMPORARY OR PERMANENT FRAMEWORKS OF OPERATION. THE 45 REMAINING ENTRIES ON GENERAL ISRAELI EDUCATION TREAT PROBLEMS AND ACHIEVEMENTS, STRUCTURE OF EDUCATIONAL ORGANIZATION, AND INSTRUCTIONAL PRACTICES IN VARIOUS SUBJECTS. LISTS OF PUBLICATIONS, PUBLISHERS, AND AUTHORS ARE ALSO PROVIDED. (AF)

396

ED027812 72 FL001287
SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOLUME 7, NUMBER 4, 1968.
DABROVSKI, KAZIMIERZ, ED.
POLISH SCIENTIFIC PUBLISHERS.
RMQ66000
TT-68-50010-4
31 JUL 68
57P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL THEORIES/ *FOREIGN COUNTRIES/ HIGHER EDUCATION/ INTERNATIONAL EDUCATION/ POLISH/ PRESCHOOL EDUCATION/ PRIMARY EDUCATION/ SECONDARY SCHOOLS/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ VOCATIONAL EDUCATION
/ POLAND

A 107-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN POLISH COMPRISES THE FOURTH IN A SERIES PRODUCED TO PROVIDE INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN POLAND. MAJOR ATTENTION IS GIVEN TO THE DIFFERENT TYPES AND LEVELS OF SCHOOLING WITH LISTINGS COVERING PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL, ADULT, SPECIAL, AND HIGHER EDUCATION. SOCIAL AND EDUCATIONAL SCIENCES ALSO RECEIVE CONSIDERABLE ATTENTION. OTHER SECTIONS ARE DEVOTED TO THE HISTORY OF EDUCATION, LAWS AND LEGISLATION, GENERAL INFORMATION, THE TEACHING PROFESSION, EDUCATIONAL STATISTICS, AND MISCELLANEOUS OTHE R RELEVANT PROBLEM AREAS. ENGLISH TRANSLATIONS OF EACH POLISH TITLE AND AN AUTHOR INDEX ARE PROVIDED. FOR A RELATED DOCUMENT SEE FL 001 272. (AF)

397

ED027813 72 FL001303
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN, JULY-DECEMBER 1967. VOLUME 1, NUMBER 3, 1967.
SAAD, ISMAIL
FGK57295; RMQ66000
TT-67-59201-3
67
66P.

/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FINANCE/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ INDO EUROPEAN LANGUAGES/ INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ OFFICIAL LANGUAGES

/ PAKISTAN

A 123-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH AND INDIC LANGUAGES COMPRISES THIS VOLUME PRODUCED TO PROVIDE INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN PAKISTAN. SIGNIFICANT EMPHASIS IS PLACED ON THE SECTIONS TREATING (1) LANGUAGES AND MEDIUM OF INSTRUCTION AND (2) EDUCATIONAL GOALS, DEVELOPMENTS, METHODS, MEDIA, ADMINISTRATION, ORGANIZATION, AND FINANCE. LESS EXTENSIVE PORTIONS INCLUDE LISTINGS DEALING WITH SUCH DIVERSE TOPICS AS (1) CHILDREN'S LITERATURE, (2) CURRICULUM APPRAISAL, (3) DISCIPLINE PROBLEMS, (4) EDUCATIONAL REFORM, RESEARCH REPORTS, AND GENERAL CONCERNS, (5) EXAMINATION AND TEXTBOOK NEEDS, (6) EXTRACURRICULAR ACTIVITIES, (7) HISTORY OF EDUCATION, (8) LIBRARY RESOURCES, (9) LITERACY PROBLEMS, AND (10) THE STUDIES OF MATHEMATICS, PSYCHOLOGY, SOCIOLOGY, SOCIAL SCIENCES, SCIENCE, AND SPECIAL SUBJECTS. ENGLISH TRANSLATIONS OF FOREIGN TITLES AND AN AUTHOR INDEX ARE PROVIDED. (AF)

398

ED029291 72 AL001932

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOL. 4, NO. 4, 1968.

LEVI, ZOJICA, COMP.

FGK57295; RMQ66000

TT-68-50054-4

69

55P.

CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151 (ORDER NO. TT-68-50054/4 HC-$3.00, MF-$0.65, PREPAYMENT REQUESTED).

DOCUMENT NOT AVAILABLE FROM EDRS.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ AUDIOVISUAL AIDS/ *EDUCATION/ EDUCATIONAL LEGISLATION/ *EDUCATIONAL RESEARCH/ ELEMENTARY EDUCATION/ HANDICAPPED STUDENTS/ HIGHER EDUCATION/ OCCUPATIONAL GUIDANCE/ SECONDARY EDUCATION/ *TEACHER EDUCATION

/ *YUGOSLAVIA

"SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS" (VOLUME 4, NUMBER 4, 1968) WAS PREPARED, TRANSLATED, AND PUBLISHED FOR THE U.S. OFFICE OF EDUCATION (HEW), PURSUANT TO AN AGREEMENT WITH THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C. THE WORK, PUBLISHED BY THE NOLIT PUBLISHING HOUSE (IN BELGRADE), WAS PREPARED BY THE YUGOSLAV INSTITUTE FOR EDUCATIONAL RESEARCH. CONTENTS (LISTED AS ITEMS 301-400) INCLUDE THE FOLLOWING TOPICS AND AREAS OF EDUCATIONAL INTEREST: HISTORY AND DEVELOPMENT OF EDUCATION AND EDUCATIONAL RESEARCH; TEACHER TRAINING; SCHOOLS AND INSTITUTIONS FROM ELEMENTARY THROUGH ADULT LEVELS; EDUCATION FOR THE HANDICAPPED; VOCATIONAL GUIDANCE; CURRICULA AND SYLLABI; AUDIOVISUAL AIDS; SELF-EDUCATION; PHYSICAL EDUCATION; EDUCATIONAL PROBLEMS; HOSTELS; EDUCATIONAL MANAGEMENT, FINANCING, LEGISLATION, AND STATISTICS; AND BIBLIOGRAPHIES. EACH ENTRY IS FOLLOWED BY AN ANNOTATION IN ENGLISH. (AMM)

399

ED029527 72 FL001283
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOLUME 2, NUMBERS 1, 2, 3, 1968.
AZZOUZ, AZZEDINE; AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66000
TT-68-50081-1-2-3
68
147P.

/ *ANNOTATED BIBLIOGRAPHIES/ ARABIC/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL THEORIES/ ELEMENTARY SCHOOLS/ ENGLISH/ *FOREIGN COUNTRIES/ FOREIGN RELATIONS/ FRENCH/ HIGHER EDUCATION/ INSTRUCTIONAL MATERIALS/ INTERNATIONAL EDUCATION/ ITALIAN/ SCHOOL ADMINISTRATION/ SECONDARY SCHOOLS/ TEACHER EDUCATION/ VOCATIONAL EDUCATION
/ ALGERIA/ LIBYA/ *MAGHREB COUNTRIES/ MOROCCO/ TUNISIA
THREE VOLUMES COMPRISE A 375-ITEM BIBLIOGRAPHY WITH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH, FRENCH, ITALIAN, AND ARABIC THAT PROVIDES INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN THE MAGHREB COUNTRIES OF ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EACH ENTRY IDENTIFIES THE COUNTRY WITH WHICH IT IS CONCERNED, AND FOREIGN LANGUAGE TITLES ARE TRANSLATED INTO ENGLISH. SPECIAL ATTENTION IS GIVEN TO THE SUBJECT OF EDUCATIONAL ORGANIZATION, WITH LISTINGS COVERING PRIMARY, SECONDARY, VOCATIONAL, HIGHER, AND ADULT EDUCATION. ALONG WITH ENTRIES DEALING WITH THE ADMINISTRATION OF THE EDUCATIONAL SYSTEM, THE BIBLIOGRAPHY PLACES CONSIDERABLE EMPHASIS ON ITEMS CONCERNING EDUCATIONAL PHILOSOPHY AND THEORY, STATISTICS, AND COOPERATION. SUBJECTS ALSO TREATED ARE NORTH AFRICAN (1) EDUCATIONAL STRUCTURE, (2) TEACHER TRAINING, (3) TEACHING AIDS, (4) RELIGIOUS, ART, AND SPECIAL EDUCATION, AND (5) SPECIAL PROBLEM AREAS. FOR RELATED DOCUMENTS SEE FL 001 056 AND FL 001 170. (AF)

400

ED029534 72 FL001318
CEYLON EDUCATION ABSTRACTS, JANUARY 1, 1960 TO DECEMBER 31, 1962. VOLUME 1, NUMBER 2.
JAYASURIYA, J.E., COMP.
UNIVERSITY OF CEYLON, PERADENIYA.
RMQ66000
69
69P.

/ *ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ COURSE CONTENT/ COURSE ORGANIZATION/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL GUIDANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL PLANNING/ EDUCATIONAL POLICY/ EDUCATIONAL PRACTICE/ EDUCATIONAL PROBLEMS/

ENGLISH/ *FOREIGN COUNTRIES/ INTERNATIONAL EDUCATION/ SINGHALESE/ TAMIL/ TEACHING METHODS

/ CEYLON

INCLUDED IN THIS SECOND ISSUE OF A 3-VOLUME SERIES OF BIBLIOGRAPHIES WITH ABSTRACTS ARE 115 ITEMS DEALING WITH SIGNIFICANT MATERIALS PUBLISHED IN CEYLON ON VARIOUS ASPECTS OF EDUCATION. TITLES IN TAMIL AND SINGHALESE ARE TRANSLATED INTO ENGLISH. SPECIAL ATTENTION IS GIVEN TO THE SUBJECT OF EDUCATIONAL PROBLEMS, PLANNING, AND POLICY, WITH LISTINGS COVERING (1) EDUCATION AND THE STATE, (2) EQUALIZATION OF EDUCATIONAL OPPORTUNITY, (3) LANGUAGE ISSUES IN EDUCATION, AND (4) UNIVERSITY EDUCATION. ALONG WITH ENTRIES PERTAINING TO EDUCATIONAL HISTORY, THE BIBLIOGRAPHY PLACES CONSIDERABLE EMPHASIS ON ITEMS CONCERNING THE CONTENT OF EDUCATION AND METHODS OF TEACHING. OTHER SUBJECTS TREATED ARE--(1) EDUCATIONAL COMMISSIONS, COMMITTEES, THEORY, AND LEGISLATION, (2) CHILD AND YOUTH PSYCHOLOGY (GUIDANCE AND COUNSELING), (3) SPECIAL, VOCATIONAL, TECHNICAL, TEACHER, AND ADULT EDUCATION, AND (4) EXAMINATIONS. ALSO PROVIDED ARE A LIST OF THE PERIODICALS AND NEWSPAPERS ABSTRACTED AND AN AUTHOR INDEX. (AF)

401

ED030861 72 AL001933

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOL. 8, NO. 1.

DABROWSKI, KAZIMIERZ, ED.; GOLANSKA, BRONISLAWA, ED.

RMQ66000

TT-69-50-000-1

69

51P.

STECHERT-HAFNER, INC., 31 EAST 10TH STREET, NEW YORK, N.Y., 10003, OR FAM BOOK SERVICE, 69 FIFTH AVENUE. SUITE 8F, NEW YORK, N.Y. 10003.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ ELEMENTARY SCHOOLS/ HIGHER EDUCATION/ HIGH SCHOOLS/ *INSTRUCTIONAL MATERIALS/ LAWS/ LEGISLATION/ *POLISH/ PRESCHOOL EDUCATION/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ TEACHER EDUCATION

/ *POLAND

THE BULK OF THE POLISH EDUCATIONAL MATERIALS LISTED IN THIS ANNOTATED BIBLIOGRAPHY WAS PUBLISHED BETWEEN AUGUST 1 AND OCTOBER 30, 1968. THE 100 ENTRIES ARE LISTED UNDER THE FOLLOWING CATEGORIES: (1) LAWS AND LEGISLATION; (2) GENERAL INFORMATION ON EDUCATION; (3) SOCIAL AND EDUCATIONAL SCIENCES; (4) THE TEACHER'S PROFESSION; (5) SCHOOLS AND INSTITUTIONS--PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL, HIGHER, ADULT AND SPECIAL; AND (6) MISCELLANEOUS. AN INDEX OF AUTHORS AND A LISTING OF POLISH PUBLISHING HOUSES COMPLETES THIS VOLUME. ALL TITLES APPEAR IN BOTH POLISH AND ENGLISH; ANNOTATIONS APPEAR IN ENGLISH ONLY. (AMM)

402

ED030872 AL001999
INDIAN EDUCATIONAL MATERIAL; ANNOTATED QUARTERLY BIBLIOGRAPHY, VOL 3 NO 1: SEPTEMBER 1968.
DAS GUPTA, A.K., ED.; AND OTHERS
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.; NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
RMQ66000
TT-69-53002-1
SEP 68
103P.
CLEARINGHOUSE FOR FEDERAL SCIENTIFIC & TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151 (TT-69-53002/1, MF $0.65, HC $3.00) PREPAYMENT REQUESTED.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ACADEMIC ACHIEVEMENT/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ CULTURALLY DISADVANTAGED/ EDUCATIONAL PSYCHOLOGY/ EDUCATIONAL RESEARCH / EDUCATIONAL SOCIOLOGY/ ELEMENTARY EDUCATION/ EVALUATION/ GENERAL EDUCATION/ HIGHER EDUCATION/ HISTORY/ LITERACY/ RURAL EDUCATION/ TEACHING METHODS/ TESTING
/ BRAIN DRAIN/ *INDIA
THE 155 ABSTRACTS CONTAINED IN THIS ANNOTATED BIBLIOGRAPHY COVER THE PERIOD FROM JULY TO SEPTEMBER 1968 AND INCLUDE THE FOLLOWING CATEGORIES: ACADEMIC ACHIEVEMENT; ADMINISTRATION AND ORGANIZATION; ADULT AND BASIC EDUCATION; BRAIN DRAIN; CASTASIA; CORRESPONDENCE AND OTHER COURSES OF STUDY; CURRICULUM; EDUCATION (ECONOMICS, ELEMENTARY, HIGHER, MORAL, RURAL, SCIENCE, TEACHER, VOCATIONAL AND TECHNICAL); EDUCATIONAL PSYCHOLOGY, RESEARCH, AND SOCIOLOGY; EXAMINATION AND EVALUATION; FINANCE; GUIDANCE AND COUNSELLING; HEALTH CARE; HISTORY; LANGUAGE PROBLEMS; LITERACY; POLICY AND PLANNING; SCHOOL FORMS; SCIENTIFIC RESEARCH; STUDENT INDISCIPLINE AND PROBLEMS; TEACHER ORGANIZATIONS AND METHODS; TEACHERS; TESTS AND MEASUREMENTS; AND WASTAGE AND STAGNATION. A SPECIAL SECTION ON EDUCATION OF THE BACKWARD CLASSES CONTAINING 37 ABSTRACTS IS APPENDED. ALSO LISTED ARE THE PERIODICALS AND NEWSPAPER SOURCES WITH VOLUME AND ISSUE NUMBERS INDICATED. ALL ENTRIES AND ABSTRACTS APPEAR IN ENGLISH ONLY. SEE RELATED DOCUMENTS ED 016 168 AND ED 025 973. (AMM)

403

ED031109 72 FL001334
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOLUME 4, NUMBER 3, 1968.
LEVI, ZOJICA; MIRKOVIC, IRENE
YUGOSLAV INST. FOR EDUCATIONAL RESEARCH, BELGRADE.
FGK57295; RMQ66000
TT-68-50054-3
69

54P.

/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ CURRICULUM PLANNING/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FINANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL LEGISLATION/ *EDUCATIONAL PROGRAMS/ EDUCATIONAL RESEARCH/ *FOREIGN COUNTRIES/ INSTRUCTIONAL STAFF/ PHYSICAL EDUCATION/ SCHOOL SYSTEMS/ SERBOCROATIAN / SPECIAL PROGRAMS/ TEACHER EDUCATION/ TECHNICAL EDUCATION
/ YUGOSLAVIA

INCLUDED IN THIS ENGLISH TRANSLATION OF AN ANNOTATED BIBLIOGRAPHY ARE 100 ITEMS CITING BOOKS AND ARTICLES IN SERBOCROATIAN THAT CONTAIN INFORMATION ABOUT YUGOSLAV EDUCATIONAL RESOURCES AND SCHOOL SYSTEMS. SCHOOLS AND INSTITUTIONS RECEIVE CONSIDERABLE ATTENTION WITH ENTRIES ON PRESCHOOL, ELEMENTARY, SECONDARY, HIGHER, AND ADULT EDUCATION. THERE ARE ALSO SECTIONS DEALING WITH THE DEVELOPMENT OF EDUCATION AND EDUCATIONAL LEGISLATION. LESS EXTENSIVE PORTIONS ARE DEVOTED TO (1) THE HISTORY OF EDUCATION, (2) EDUCATIONAL PROBLEMS, STATISTICS, AND RESEARCH, (3) SCHOOL REFORM, (4) TEACHER TRAINING AND STAFF, (5) HOSTELS, (6) MANAGEMENT AND FINANCING, (7) CURRICULUMS AND SYLLABUSES, AND (8) POLYTECHNICAL AND PHYSICAL EDUCATION. ENGLISH TRANSLATIONS OF FOREIGN TITLES ARE PROVIDED. FOR COMPANION DOCUMENTS SEE ED 025 184 AND ED 026 893. (AF)

404

ED031115 72 FL001371

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN, OCTOBER-DECEMBER 1968. VOLUME 2, NUMBER 4, 1968. JANUARY-MARCH 1969. VOLUME 3, NUMBER 1, 1969.
SAAD, ISMAIL, COMP.
FGK57295; RMQ66000
TT-68-59403-4; TT-69-5153-I
69
146P.

/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL FINANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL PLANNING/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ EDUCATIONAL SOCIOLOGY/ *FOREIGN COUNTRIES/ INTERNATIONAL EDUCATION/ SCHOOL LIBRARIES/ STUDENT PROBLEMS
/ PAKISTAN

TWO VOLUMES COMPRISE A 241-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH AND INDIC LANGUAGES THAT PROVIDES INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN PAKISTAN. FEATURED IN A SPECIAL SECTION OF ONE VOLUME ARE THE DEVELOPMENTS IN EDUCATION FROM 1958 TO 1968; IN A SPECIAL SECTION OF THE OTHER, LIBRARIES. SIGNIFICANT EMPHASIS IS ONE BIBLIOGRAPHY IS PLACED ON SECTIONS TREATING EXAMINATIONS, GENERAL TOPICS, SOCIOLOGY, AND STUDENT PROBLEMS; IN THE OTHER, ON HIGHER EDUCATION AND TEXTBOOKS. LESS EXTENSIVE PORTIONS INCLUDE LISTINGS DEALING WITH (1) EDUCATIONAL DEVELOPMENT, GOALS, PLANNING, REFORMS, HISTORY, PHILOSOPHY, ADMINISTRATION, AND FINANCE AND (2) CHILDHOOD, COMPARATIVE, HEALTH, ELEMENTARY, SECONDARY, HIGHER, MEDICAL, PHYSICAL, PROFESSIONAL, SCIENCE, TECHNICAL, AND WOMEN'S EDUCATION. SUCH ASSORTED TOPICS AS CURRICULUM, EXTRA-CURRICULAR ACTIVITIES, LANGUAGE TEACHING, LITERACY, CHILDREN'S LITERATURE, PSYCHOLOGY, TEACHERS, TEACHING METHODS, AND INSTRUCTIONAL MEDIA ARE ALSO DISCUSSED BRIEFLY. ENGLISH TRANSLATIONS OF FOREIGN TITLES AND AN AUTHOR INDEX ARE PROVIDED. FOR A COMPANION DOCUMENT SEE ED 027 813. (AF)

405

ED031123   72   FL001390
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOLUME 3, NUMBER 1, 1969.
AZZOUZ, AZZEDINE: AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66000
TT-69-52000-1
69
57P.

/ *ANNOTATED BIBLIOGRAPHIES/ *CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ EDUCATIONAL THEORIES/ ELEMENTARY SCHOOLS/ ENGLISH/ *FOREIGN COUNTRIES/ FRENCH/ HIGHER EDUCATION/ INTERNATIONAL EDUCATION/ SCHOOL SYSTEMS/ SECONDARY SCHOOLS/ SPECIAL EDUCATION/ TEACHER EDUCATION/ VOCATIONAL EDUCATION
/ ALGERIA/ LIBYA/ *MAGHREB COUNTRIES/ MOROCCO/ TUNISIA

A 130-ITEM BIBLIOGRAPHY WITH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH AND FRENCH PROVIDES INFORMATION ON VARIOUS ASPECTS OF EDUCATION (MANY OF THEM LANGUAGE-RELATED) IN THE MAGHREB COUNTRIES OF ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EACH ENTRY IDENTIFIES THE COUNTRY WITH WHICH IT IS CONCERNED, AND FRENCH TITLES ARE TRANSLATED INTO ENGLISH. SPECIAL ATTENTION IS GIVEN TO EDUCATIONAL ORGANIZATION WITH LISTINGS COVERING PRIMARY, SECONDARY, HIGHER, AND VOCATIONAL EDUCATION. ALONG WITH ENTRIES DEALING WITH EDUCATIONAL ADMINISTRATION, THE BIBLIOGRAPHY PLACES CONSIDERABLE EMPHASIS ON THE STRUCTURE OF THE EDUCATIONAL SYSTEM IN NORTH AFRICA. SUBJECTS ALSO TREATED ARE NORTH AFRICAN (1) EDUCATIONAL PHILOSOPHY, THEORY, STATISTICS, AND COOPERATION, (2) ADULT, RELIGIOUS, ARTISTIC, AND SPECIAL EDUCATION, (3) TEACHER TRAINING AND INSTRUCTIONAL AIDS, AND (4) SPECIAL PROBLEM AREAS. FOR COMPANION DOCUMENTS SEE ED 026 892, ED 026 920, AND FL 001283. (AF)

406

ED031252   48   LI000061
PRELIMINARY BIBLIOGRAPHY ON SOUTH ASIA FOR UNDERGRADUATE LIBRARIES.
HAY, STEPHEN N.; AND OTHERS
STATE UNIV. OF NEW YORK, NEW YORK. FOREIGN AREA MATERIALS CENTER.
RMQ66000

BR-5-0931
67
OEC-1-6-050931-1278
404P.; RELATED DOCUMENTS ARE LI 000 881 AND LI 000 882.

/ AREA STUDIES/ *BIBLIOGRAPHIES/ *COLLEGE LIBRARIES/ *FOREIGN COUNTRIES/ LIBRARY ACQUISITION/ LIBRARY COLLECTIONS/ *LIBRARY MATERIALS/ MICROFORMS/ *NON WESTERN CIVILIZATION/ REFERENCE MATERIALS / *SOUTH ASIA

THIS CLASSIFIED BIBLIOGRAPHY ON SOUTH ASIA AND SIMILAR BIBLIOGRAPHIES ON AFRICA SOUTH OF THE SAHARA (LI 000 882) AND EAST ASIA (LI 000 881) HAVE BEEN COMPILED UNDER THE FIRST PHASE OF A THREE-YEAR COOPERATIVE PROJECT TO STRENGTHEN BIBLIOGRAPHICAL RESOURCES FOR UNDERGRADUATE LIBRARIES ON "NEGLECTED" FOREIGN AREAS. THE BIBLIOGRAPHY IN ITS PRESENT FORM IS A PRELIMINARY EDITION TO BE CIRCULATED FOR CRITICISM AND COMMENT TO INTERESTED SCHOLARS AND LIBRARIANS. THE FINAL VERSION, TO BE PUBLISHED UNDER THE SECOND PHASE OF THE PROJECT, WILL INCORPORATE COMMENTS AND CRITICISMS RECEIVED. THE MATERIAL INCLUDED IN THIS BIBLIOGRAPHY WAS COLLATED FROM STANDARD BIBLIOGRAPHIES ON THE SUBJECT AND VARIOUS SYLLABI AND READING LISTS DISTRIBUTED BY THE FOREIGN AREA MATERIALS CENTER. ALTHOUGH IT WAS NOT POSSIBLE TO ASCERTAIN WHETHER BOOKS PUBLISHED ABROAD WERE STILL IN PRINT, THE AMERICAN PUBLICATIONS WERE CHECKED AGAINST R.R. BOWKER'S "BOOKS IN PRINT, 1966," AND REPRINTS AND MATERIAL IN MICROFORM ARE INDICATED. APPENDED ARE A LIST OF MICROFILM COMPANIES AND THEIR ADDRESSES AND A NOTE ON THE FOREIGN AREA MATERIALS CENTER. (AUTHOR/JB)

407

ED031253 48 LI000881
PRELIMINARY BIBLIOGRAPHY ON EAST ASIA FOR UNDERGRADUATE LIBRARIES.
EHRMAN, EDITH; MOREHOUSE, WARD
STATE UNIV. OF NEW YORK, NEW YORK. FOREIGN AREA MATERIALS CENTER.
RMQ66000
BR-5-0931
67
OEC-1-6-050931-1278
486P.; RELATED DOCUMENTS ARE LI 000 882 AND LI 000 061.

/ AREA STUDIES/ *BIBLIOGRAPHIES/ *COLLEGE LIBRARIES/ *FOREIGN COUNTRIES/ LIBRARY ACQUISITION/ LIBRARY COLLECTIONS/ *LIBRARY NETWORKS / *NON WESTERN CIVILIZATION/ REFERENCE MATERIALS / *EAST ASIA

THIS CLASSIFIED BIBLIOGRAPHY ON EAST ASIA AND SIMILAR BIBLIOGRAPHIES ON AFRICA SOUTH OF THE SAHARA (LI 000 882) AND SOUTH ASIA (LI 000 061) HAVE BEEN COMPILED UNDER THE FIRST PHASE OF A THREE-YEAR COOPERATIVE PROJECT TO STRENGTHEN BIBLIOGRAPHICAL RESOURCES FOR UNDERGRADUATE LIBRARIES ON "NEGLECTED" FOREIGN AREAS. THE BIBLIOGRAPHY IN ITS PRESENT FORM IS A PRELIMINARY EDITION TO BE CIRCULATED FOR CRITICISM AND COMMENT TO INTERESTED SCHOLARS AND LIBRARIANS. THE FINAL VERSION, TO BE PUBLISHED UNDER THE SECOND PHASE OF THE PROJECT, WILL INCORPORATE COMMENTS AND CRITICISMS RECEIVED. THE MATERIAL INCLUDED IN

THIS BIBLIOGRAPHY WAS COLLATED FROM STANDARD BIBLIOGRAPHIES ON THE SUBJECT AND VARIOUS SYLLABI AND READING LISTS DISTRIBUTED BY THE FOREIGN AREA MATERIALS CENTER. ALTHOUGH IT WAS NOT POSSIBLE TO ASCERTAIN WHETHER BOOKS PUBLISHED ABROAD WERE STILL IN PRINT, THE AMERICAN PUBLICATIONS WERE CHECKED AGAINST R.R. BOWKER'S "BOOKS IN PRINT, 1966," AND REPRINTS AND MATERIALS IN MICROFORM ARE INDICATED. APPENDED ARE A LIST OF MICROFILM COMPANIES AND THEIR ADDRESSES AND A NOTE ON THE FOREIGN AREA MATERIALS CENTER. (AUTHOR/JB)

408

ED031254 48 LI000882
PRELIMINARY BIBLIOGRAPHY ON AFRICA SOUTH OF THE SAHARA FOR UNDERGRADUATE LIBRARIES.
EHRMAN, EDITH; MOREHOUSE, WARD
STATE UNIV. OF NEW YORK, NEW YORK. FOREIGN AREA MATERIALS CENTER.
RMQ66000
BR-5-0931
67
OEC-1-6-050931-1278
328P.; RELATED DOCUMENTS ARE LI 000 061 AND LI 000 881.

/ AREA STUDIES/ *BIBLIOGRAPHIES/ *COLLEGE LIBRARIES/ *FOREIGN COUNTRIES/ LIBRARY ACQUISITION/ LIBRARY COLLECTIONS/ *LIBRARY MATERIALS/ MICROFORMS/ *NON WESTERN CIVILIZATION/ REFERENCE MATERIALS / *AFRICA

THIS CLASSIFIED BIBLIOGRAPHY ON AFRICA SOUTH OF THE SAHARA AND SIMILAR BIBLIOGRAPHIES ON SOUTH ASIA (LI 000 061) AND EAST ASIA (LI 000 881) HAVE BEEN COMPILED UNDER THE FIRST PHASE OF A THREE-YEAR COOPERATIVE PROJECT TO STRENGTHEN BIBLIOGRAPHICAL RESOURCES FOR UNDERGRADUATE LIBRARIES ON "NEGLECTED" FOREIGN AREAS. THE BIBLIOGRAPHY IN ITS PRESENT FORM IS A PRELIMINARY EDITION TO BE CIRCULATED FOR CRITICISM AND COMMENT TO INTERESTED SCHOLARS AND LIBRARIANS. THE FINAL VERSION, TO BE PUBLISHEDUNDER THE SECOND PHASE OF THE PROJECT, WILL INCORPORATE COMMENTS AND CRITICISMS RECEIVED. THE MATERIAL INCLUDED IN THIS BIBLIOGRAPHY WAS COLLATED FROM STANDARD BIBLIOGRAPHIES ON THE SUBJECT AND VARIOUS SYLLABI AND READING LISTS DISTRIBUTED BY THE FOREIGN AREA MATERIALS CENTER. ALTHOUGH IT WAS NOT POSSIBLE TO ASCERTAIN WHETHER BOOKS PUBLISHED ABROAD WERE STILL IN PRINT, THE AMERICAN PUBLICATIONS WERE CHECKED AGAINST R.R. BOWKER'S "BOOKS IN PRINT, 1966," AND REPRINTS AND MATERIAL IN MICROFORM ARE INDICATED. APPENDED ARE A LIST OF MICROFILM COMPANIES AND THEIR ADDRESSES AND A NOTE ON THE FOREIGN AREA MATERIALS CENTER. (AUTHOR/JB)

409

ED032805 48 FL001403
NATIONAL DIRECTORY OF LATIN AMERICANISTS; BIOBIBLIOGRAPHIES OF 1,884 SPECIALISTS IN THE SOCIAL SCIENCES AND HUMANITIES. HISPANIC FOUNDATION BIBLIOGRAPHICAL SERIES, NO. 10.
LIBRARY OF CONGRESS, WASHINGTON, D.C. HISPANIC FOUNDATION.

RMQ66000
66
OEC-3-14-030
351P.
SUPERINTENDENT OF DOCUMBNTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($2.00)
HC NOT AVAILABLE FROM EDRS.
/ AREA STUDIES/ *BIBLIOGRAPHIES/ *BIOGRAPHIES/ DATA/ *DIRECTORIES/ HUMANITIES/ LANGUAGE PROFICIENCY/ *LATIN AMERICAN CULTURE/ LINGUISTIC COMPETENCE/ SOCIAL SCIENCES/ SPANISH LITERATURE/ *SPECIALISTS
/ HISPANIC FOUNDATION/ *LATIN AMERICA/ LIBRARY OF CONGRESS

BIOGRAPHICAL AND BIBLIOGRAPHICAL INFORMATION GATHERED DURING 1964-65 BY THE HISPANIC FOUNDATION IS PROVIDED ON 1,884 UNITED STATES RESIDENTS WHO ARE LATIN AMERICAN SPECIALISTS. THESE SPECIALISTS IN THE SOCIAL SCIENCES AND THE HUMANITIES WERE SELECTED FROM TWO CATEGORIES: (1) "AREA" SPECIALISTS; AND (2) "NON-AREA" SPECIALISTS, OFTEN DRAWN FROM THE PHYSICAL SCIENCES. THE DATA INCLUDE VITAL STATISTICS INCLUDING MAJOR PUBLICATIONS AND A SPECIAL INDICATION IS MADE OF THE SECOND LANGUAGE KNOWLEDGE OF EACH SPECIALIST WITH AN INDICATION OF HIS PROFICIENCY IN EACH. AN INDEX TO SUBJECT SPECIALITIES AND AN INTRODUCTION THAT DESCRIBES DATA COLLECTION AND STANDARDS FOR INCLUSION ARE ALSO OFFERED. (AF)

410

ED032806 FL001413
ISRAEL EDUCATION ABSTRACTS: A SELECTED BIBLIOGRAPHY OF CURRENT AND PAST ISRAEL EDUCATIONAL MATERIALS. DECEMBER 1968-MARCH 1969. VOL. 4, NO. 1, 1969.
ELEFANT, WILLIAM L., ED.
BAR-ILAN UNIV., JERUSALEM (ISRAEL). DEPT. OF EDUCATION.; ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION, JERUSALEM.
FGK57295; RMQ66000
TT-69-55006-1
69
92P.
IPST PRESS, JERUSALEM, ISRAEL (CAT. NO. 5495/1)
HC NOT AVAILABLE FROM EDRS.
/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ COMMUNITY EDUCATION/ CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL METHODS/ EDUCATIONAL PLANNING/ EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ FAMILY SCHOOL RELATIONSHIP/ *FOREIGN COUNTRIES/ *HIGHER EDUCATION/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ SPECIAL EDUCATION/ UNITS OF STUDY (SUBJECT FIELDS)/ VOCATIONAL EDUCATION
/ *ISRAEL

A 122-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN HEBREW PROVIDES INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ISRAEL FROM DECEMBER 1968-MARCH 1969. A SPECIAL SECTION ON ISRAELI HIGHER EDUCATION 1913-69 COMPRISES HALF OF THIS VOLUME AND SPANS A HALF-CENTURY OF DEBATE, ESTABLISHMENT, RELATIONSHIPS, AND PROBLEMS OF HIGHER EDUCATION. THE SECTION ON CURRENT ITEMS DEVOTES SPECIAL ATTENTION TO EDUCATIONAL FRAMEWORKS, INCLUDING ARAB EDUCATION, ADULT

EDUCATION, INSTITUTIONAL EDUCATION, KIBBUTZIM, SCHOOL-HOME RELATIONS, AND VOCATIONAL EDUCATION. LESS EXTENSIVE PORTIONS COVER PROBLEMS AND ACHIEVEMENTS, THE TEACHING LEARNING PROCESS, INSTRUCTIONAL PROGRAM DIVISIONS (KINDERGARTEN THROUGH HIGHER EDUCATION), AND THE TEACHING OF VARIOUS SUBJECTS. EDUCATIONAL ADMINISTRATION, HISTORICAL FOUNDATIONS, STATISTICS, AND DATA ALSO CONTRIBUTE A FEW LISTINGS. LISTS OF PUBLICATIONS AND PUBLISHERS, AN AUTHOR INDEX, AND A MASTER INDEX TO VOLUMES 1-3 (1966-1969) ARE PROVIDED. (AF)

411

ED032807 72 FL001416
SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOLUME 6, NUMBERS 2, 3, 4, 1967.
DABROVSKI, KAZIMIERZ, ED.; GOLANSKA, BRONISLAVA, ED.
POLISH SCIENTIFIC PUBLISHERS.
RMQ66004
TT-67-56111-2; TT-67-56111-3; TT-67-56111-4
BR-7-1275
67
152P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ EDUCATIONAL HISTORY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL LEGISLATION/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ FOREIGN COUNTRIES/ HIGHER EDUCATION/ INSTRUCTIONAL MATERIALS/ *POLISH/ PRESCHOOL EDUCATION/ PRIMARY EDUCATION/ SECONDARY EDUCATION/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ STATISTICAL STUDIES/ TEACHING/ VOCATIONAL EDUCATION / *POLAND

THESE THREE VOLUMES CONTAIN A 600-ITEM (200 APIECE) BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF POLISH BOOKS AND ARTICLES ON EDUCATION PUBLISHED BETWEEN DECEMBER 1, 1966 AND JULY 31, 1967. NUMBER 2 COVERS DECEMBER 1, 1966-FEBRUARY 28, 1967; NUMBER 3, MARCH 1-MAY 15, 1967; NUMBER 4, MAY 16-JULY 31, 1967. MAJOR ATTENTION IN ALL THREE IS DIRECTED TOWARD DIFFERENT LEVELS AND TYPES OF SCHOOLS AND INSTITUTIONS, INCLUDING PRESCHOOLS, PRIMARY AND SECONDARY SCHOOLS, HIGHER EDUCATION, VOCATIONAL SCHOOLS, AND ADULT AND SPECIAL EDUCATION. SOCIAL AND EDUCATIONAL SCIENCES ALSO RECEIVE CONSIDERABLE ATTENTION. OTHER SECTIONS DEAL WITH EDUCATIONAL HISTORY, LAWS AND LEGISLATION, GENERAL INFORMATION, AND THE TEACHING PROFESSION. IN ADDITION, NUMBERS 2 AND 4 CONTAIN A MISCELLANEOUS SECTION, AND NUMBER 2 CONTAINS A FEW ENTRIES ON EDUCATIONAL STATISTICS. AUTHOR INDEXES ARE PROVIDED. FOR COMPANION DOCUMENTS SEE ED 027 806 AND ED 027 812. (AF)

412

ED032818 72 FL001501
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOLUME 3, NUMBERS 2, 3, 1969.
AZZOUZ, AZZEDINE; AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).

FGK57295; RMQ66004
TT-69-52000-2; TT-69-52000-3
BR-7-1275
69
82P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ STATISTICAL STUDIES/ TEACHER EDUCATION

/ ALGERIA/ LIBYA/ *MAGHREB COUNTRIES/ MOROCCO/ TUNISIA

A TWO VOLUME, 200-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH AND FRENCH DATING FROM 1957 OFFERS INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EMPHASIS IS PLACED ON SECTIONS DEALING WITH EDUCATIONAL ORGANIZATION IN PRIMARY, SECONDARY, VOCATIONAL, AND HIGHER EDUCATION; AND EDUCATIONAL ADMINISTRATION IN NORTH AFRICA. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL PHILOSOPHY, THEORY, STATISTICS, AND COOPERATION; (2) ADULT, TEACHER, RELIGIOUS, ARTISTIC, AND SPECIAL EDUCATION; AND (3) TEACHING AIDS AND SPECIAL PROBLEMS. ENGLISH TRANSLATIONS OF FOREIGN TITLES ARE PROVIDED AND THE COUNTRY UNDER CONSIDERATION IS NOTED. FOR COMPANION DOCUMENTS SEE ED 026 892, ED 026 920, ED 029 527, AND ED 031 123. (RL)

413

ED032819 72 FL001502

INDIAN EDUCATIONAL MATERIAL. JANUARY-MARCH 1968, VOL. 2, NO. 3, MARCH 1968. APRIL-JUNE 1968, VOL. 2, NO. 4, JUNE 1968.

DAS GUPTA, A.K., ED.
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
FGK57295; RMQ66004
TT-68-50601-3; TT-68-50601-4
BR-7-1275
68
209P.

/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ *EDUCATION/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ EDUCATIONAL PSYCHOLOGY/ *FOREIGN COUNTRIES/ HIGHER EDUCATION / INSTRUCTIONAL MATERIALS/ STUDENT EVALUATION/ STUDENT TESTING/ TEACHER EDUCATION/ TEACHING METHODS/ VOCATIONAL EDUCATION

/ *INDIA

THIS TWO VOLUME, 399-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES LARGELY FROM 1967 AND 1968 ON VARIOUS ASPECTS OF INDIAN EDUCATION INCLUDES SECTIONS ON THE INDIAN "BRAIN DRAIN" AND ON EXAMINATION AND EVALUATION. EMPHASIS IS PLACED ON SECTIONS DEALING WITH EDUCATIONAL PSYCHOLOGY, POLICY AND PLANNING, TEACHER EDUCATION, TESTS AND MEASUREMENTS, VOCATIONAL AND TECHNICAL EDUCATION, COURSE STUDY, GENERAL EDUCATION, AND PROGRAMED INSTRUCTION. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL ADMINISTRATION, ORGANIZATION, CURRICULUM, RESEARCH, SOCIOLOGY, FINANCE, MATERIALS AND AIDS, STATISTICS, WASTE AND STAGNATION; (2) ADULT, GENERAL, ELEMENTARY, MORAL, PHYSICAL, PRESCHOOL, SCIENCE, WOMEN'S AND WORKERS' EDUCATION; AND (3) ACADEMIC ACHIEVEMENT, CORRESPONDENCE COURSES, GUIDANCE AND COUNSELING, HEALTH CARE, HISTORY, LITERACY, TYPES OF SCHOOLS, STUDENT DISCIPLINE, STUDENT SELECTION, STUDENT WELFARE, TEACHERS, AND TEACHER ORGANIZATION. A LIST OF ABSTRACTED PERIODICALS AND NEWSPAPERS IS INCLUDED. FOR A COMPANION DOCUMENT SEE ED 025 973. (RL)

414

ED032820 72 FL001503
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN. APRIL-JUNE 1969. VOL. 3, NO. 2, 1969.
SAAD, ISMAIL, COMP.
FGK57295; RMQ66000
TT-69-51053-2
BR-7-1275
69
72P.

/ ACTIVISM/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ EDUCATIONAL FACILITIES/ EDUCATIONAL FINANCE/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PRACTICE/ EDUCATIONAL PRINCIPLES/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ EDUCATIONAL THEORIES/ *FOREIGN COUNTRIES/ INSTRUCTIONAL PROGRAM DIVISIONS/ LIBRARIES/ SCHOOL ADMINISTRATION/ TEACHER EDUCATION
/ *PAKISTAN

A 136-ITEM BIBLIOGRAPHY COVERING APRIL-JUNE 1969 WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES IN ENGLISH AND INDIC LANGUAGES PROVIDES INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN PAKISTAN. SIGNIFICANT EMPHASIS IS PLACED ON SECTIONS DEALING WITH LIBRARIES; TEACHERS; AND GENERAL, ELEMENTARY, AND SECONDARY EDUCATION. BRIEFER SECTIONS DEAL WITH (1) EDUCATIONAL ADMINISTRATION, ORGANIZATION, FINANCE, CURRICULUM, DEVELOPMENT, GOALS, PLANNING, REFORMS, HISTORY, AND PHILOSOPHY; (2) ADULT, CHILDHOOD, COMPARATIVE, HIGHER, ISLAMIC, MEDICAL, PROFESSIONAL, SCIENCE, SPECIAL, TECHNICAL, AND WOMEN'S EDUCATION; AND (3) EXAMINATIONS, LANGUAGE TEACHING, PSYCHOLOGY, SOCIOLOGY, STUDENTS' PROBLEMS, TEXTBOOKS, AND TEACHING METHODS AND MEDIA. A SPECIAL SECTION ON STUDENT UNREST IS INCLUDED. ENGLISH TRANSLATIONS OF FOREIGN TITLES AND AN AUTHOR INDEX ARE ALSO PROVIDED. FOR COMPANION DOCUMENTS SEE ED 027 813 AND ED 031 115. (AF)

415

ED034455 72 FL001537
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOLUME 3, NUMBER 4, 1969.
AZZOUZ, AZZEDINE; AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66004
TT-69-52000-4
BR-7-1275
69
34P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ INTERNATIONAL EDUCATION/ STATISTICAL STUDIES/ TEACHER EDUCATION
/ ALGERIA/ LIBYA/ *MAGHREB COUNTRIES/ MOROCCO/ TUNISIA
A 100-ITEM BIBLIOGRAPHY WITH ABSTRACTS OF BOOKS, NEWSPAPER ARTICLES, AND PERIODICAL ARTICLES IN ENGLISH AND FRENCH DATING FROM 1953 OFFERS INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EMPHASIS IS PLACED ON SECTIONS DEALING WITH EDUCATIONAL ORGANIZATION IN PRIMARY, SECONDARY, VOCATIONAL AND HIGHER EDUCATION; AND THE STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL PHILOSOPHY, ADMINISTRATION, STATISTICS, AND COOPERATION; (2) ADULT, TEACHER, RELIGIOUS, ARTISTIC AND SPECIAL EDUCATION; AND (3) TEACHING AIDS AND SPECIAL PROBLEMS. ENGLISH TRANSLATIONS OF FOREIGN TITLES ARE PROVIDED AND THE COUNTRY UNDER CONSIDERATION IS NOTED. FOR COMPANION DOCUMENTS SEE ED 026 892, ED 026 920, ED 029 527, ED 031 123, AND FL 001 501. (RL)

416

ED034459 72 FL001543
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOLUME 5, NUMBERS 1-2, 1969.
LEVI, ZOJICA
YUGOSLAV INST. FOR EDUCATIONAL RESEARCH, BELGRADE.
FGK57295; RMQ66004
TT-69-51005-1; TT-69-51005-2
BR-7-1275
94P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL FINANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL PROBLEMS/ EDUCATIONAL RESEARCH/ *EDUCATIONAL RESOURCES/ *FOREIGN COUNTRIES/ HIGHER EDUCATION/

*INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ INSTRUCTIONAL STAFF/ INTERNATIONAL EDUCATION/ LEGISLATION/ PHYSICAL EDUCATION/ SCHOOLS/ SECONDARY EDUCATION/ TEACHER EDUCATION
/ *YUGOSLAVIA

INCLUDED IN THIS TWO-VOLUME ENGLISH TRANSLATION OF AN ANNOTATED BIBLIOGRAPHY ARE 160 ITEMS CITING BOOKS AND ARTICLES IN SERBO-CROATIAN THAT CONTAIN INFORMATION ABOUT YUGOSLAVIAN EDUCATIONAL RESOURCES AND SCHOOL SYSTEMS. WORKS CITED REFER TO HISTORY, RESEARCH, EDUCATIONAL DEVELOPMENT, REFORM, STAFF TRAINING, AND VARIOUS LEVELS OF THE YUGOSLAVIAN EDUCATIONAL SYSTEM. CURRICULA, AUDIO-VISUAL AIDS, SELF-EDUCATION, PHYSICAL EDUCATION, PROBLEMS IN EDUCATION, MANAGEMENT AND FINANCING, AND LEGISLATION ARE ALSO COVERED. FOR RELATED DOCUMENTS SEE ED 025 184, ED 026 893, AND ED 031 109. (RL)

417

ED034461 72 FL001547
INDIAN EDUCATIONAL MATERIAL: OCTOBER-DECEMBER 1968. VOLUME 3, NUMBER 2.
DAS GUPTA, A. K., ED.; AND OTHERS
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
FGK57295; RMQ66004
TT-69-53002-2
BR-7-1275
DEC 68
104P.

/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ EDUCATION/ EDUCATIONAL METHODS/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ EDUCATIONAL PSYCHOLOGY/ *FOREIGN COUNTRIES/ HIGHER EDUCATION/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ STUDENT EVALUATION/ STUDENT TESTING/ TEACHER EDUCATION/ TEACHING METHODS/ VOCATIONAL SCHOOLS/ *WOMENS EDUCATION
/ *INDIA

THIS 185-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF BOOKS AND ARTICLES OF RECENT YEARS ON VARIOUS ASPECTS OF INDIAN EDUCATION INCLUDES A SPECIAL SECTION ON WOMEN'S EDUCATION. EMPHASIS IS PLACED ON EDUCATIONAL PSYCHOLOGY, EXAMINATION AND EVALUATION (TEACHER AND STUDENT), POLICY AND PLANNING, TEACHING METHODS, AND SPECIAL EDUCATION. LESS EXTENSIVE SECTIONS DEAL WITH: (1) STUDENT RELATED ISSUES, (2) THE "BRAIN DRAIN", (3) VARIOUS LEVELS OF EDUCATION IN INDIA, (4) VOCATIONAL AND TECHNICAL SCHOOLS, AND (5) EDUCATIONAL MANAGEMENT. A LIST OF THE PERIODICALS ABSTRACTED IS INCLUDED. FOR RELATED DOCUMENTS SEE ED 016 168, ED 025 973, AND FL 001 502. (RL)

418

ED034462 72 FL001548
EDUCATION ABSTRACTS: BURMA. SEPTEMBER-DECEMBER 1968, JANUARY-APRIL 1969.
BA. U., COMP.

NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C. OFFICE OF SCIENCE INFORMATION SERVICES.
FGK57295; RMQ66004
TT-68-59401-3; TT-69-51051-1
BR-7-1275
69
138P.

/ ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ *BURMESE/ BURMESE CULTURE/ *EDUCATION/ EDUCATIONAL CHANGE/ EDUCATIONAL HISTORY/ EDUCATIONAL OBJECTIVES/ ENGLISH (SECOND LANGUAGE)/ FOREIGN COUNTRIES/ FOREIGN RELATIONS/ HIGHER EDUCATION/ *INTERNATIONAL EDUCATION/ LANGUAGE INSTRUCTION/ LITERACY/ LITERACY EDUCATION/ PRIMARY EDUCATION/ SECONDARY EDUCATION/ STATISTICAL DATA/ TEACHING METHODS
/ *BURMA

SUMMARIES OF 243 BURMESE NEWSPAPER ARTICLES, PUBLISHED FROM SEPTEMBER THROUGH DECEMBER 1968 AND JANUARY THROUGH APRIL 1969, OFFERING INFORMATION ON EDUCATIONAL SEMINARS, EDUCATIONAL STATISTICS, PRIMARY AND SECONDARY EDUCATION, AND HIGHER EDUCATION, ARE REPRODUCED IN THIS TWO-VOLUME BIBLIOGRAPHY WITH ABSTRACTS. EDITORIALS AND MISCELLANEOUS NEWSPAPER COVERAGE INCLUDE A BROAD VARIETY OF EDUCATIONAL INFORMATION, USUALLY FOCUSING ON THE NEW BURMESE SYSTEM OF EDUCATION. REPORTS ON THE TRAINING OF JUNIOR ASSISTANT TEACHERS AND BURMESE TECHNICAL AND VOCATIONAL SCHOOLS ARE TREATED IN A SPECIAL SECTION. APPENDIXES INCLUDE MATERIAL ON A LIBRARIANS' SEMINAR, A 1968 GENERAL SEMINAR, EDUCATION IN BRITISH BURMA, AND LITERACY CAMPAIGN. THE NUMBERED BIBLIOGRAPHIC ENTRIES PROVIDE THE NEWSPAPER ARTICLE TITLE, NEWSPAPER SOURCE, DATES OF PUBLICATION, AND ARTICLE LENGTH. FOR RELATED DOCUMENTS SEE ED 025 937 AND ED 027 807. (RL)

419

ED034471 24 FL001566
A BIBLIOGRAPHY BOTH IN MANUSCRIPT FORM AND ON COMPUTER TAPE OF ALL ENGLISH AND AMERICAN-LITERATURE DISSERTATIONS ACCEPTED BY AMERICAN, BRITISH, AND GERMAN UNIVERSITIES 1865-1968.
MCNAMEE, LAWRENCE FRANCIS
EAST TEXAS STATE UNIV., COMMERCE.
RMQ66004
BR-8-G-029
4 DEC 68
OEG-7-8-000029-0060-(010)
1912P.

HC NOT AVAILABLE FROM EDRS.

/ *AMERICAN LITERATURE/ AUTHORS/ *BIBLIOGRAPHIES/ COLLEGES/ COORDINATE INDEXES/ *DIVIDED CATALOGS/ *DOCTORAL THESES/ *ENGLISH LITERATURE/ GRADUATE STUDY/ LANGUAGE RESEARCH/ LINGUISTICS/ LITERARY CRITICISM/ LITERARY HISTORY/ RESEARCHERS/ SUBJECT INDEX TERMS/ UNIVERSITIES
/ GERMANY/ GREAT BRITAIN/ UNITED STATES OF AMERICA

THIS IS AN INTEGRATED, CLASSIFIED LISTING OF 18,321 PH.D. DISSERTATIONS, PREPARED SO THAT DOCTORAL STUDENTS IN ENGLISH OR

AMERICAN LITERATURE COULD DETERMINE WHETHER OR NOT THEIR POTENTIAL DISSERTATION TOPIC HAD BEEN TREATED IN THE UNITED STATES, BRITAIN, OR GERMANY. SUBJECT CLASSIFICATION HEADINGS ALSO INCLUDE SECTIONS FOR SOME DISSERTATIONS IN LANGUAGE AND LINGUISTICS, THE TEACHING OF ENGLISH, AND COMPARATIVE LITERATURE. AFTER A BRIEF PREFACE, PAGES 1-5 CONTAIN CODE NUMBERS FOR THE UNIVERSITIES INVOLVED. PAGES 6-38 GIVE THE CODES FOR THE SUBJECT CLASSIFICATION. PAGES 39-48 LIST ENGLISH AND AMERICAN AUTHORS ALPHABETICALLY, WITH THEIR CODES. PAGES 49-1444 GIVE THE BASIC LIST OF DISSERTATIONS, ARRANGED IN 34 CHAPTERS. PAGES 1445-1541 ARE A CROSS-INDEX OF ENGLISH AND AMERICAN AUTHORS. PAGES 1542-1908 ARE AN ALPHABETIC LISTING OF DISSERTATION AUTHORS. THE COMPUTER TAPE FROM WHICH THE DATA FOR THIS LISTING WERE PRINTED IS PERMANENTLY STORED AT THE MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011. (KM)

420

ED034979 72 AL002229
SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOL. 8, NO. 3, 1969.
DABROWSKI, KAZIMIERZ, ED.; GOLANSKA, BRONISLAWA, ED.
RMQ66004
TT-69-50-000-3
BR-7-1275
69
47P.
STECHERT-HAFNER, INC., 31 EAST 10TH STREET, NEW YORK, N.Y., 10003; FAM BOOK SERVICE, 69 FIFTH AVENUE, SUITE 8F, NEW YORK, N.Y. 10003

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ ELEMENTARY SCHOOLS/ HIGHER EDUCATION/ HIGH SCHOOLS/ *INSTRUCTIONAL MATERIALS/ LAWS/ LEGISLATION/ *POLISH/ PRESCHOOL EDUCATION/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ TEACHER EDUCATION

THE BULK OF THE POLISH EDUCATIONAL MATERIALS LISTED IN THIS ANNOTATED BIBLIOGRAPHY WAS PUBLISHED BETWEEN FEBRUARY 1 AND APRIL 30, 1969. THE 90 ENTRIES ARE LISTED UNDER THE FOLLOWING CATEGORIES: (1) HISTORY OF EDUCATION; (2) LAWS AND LEGISLATION; (3) GENERAL INFORMATION ON EDUCATION; (4) SOCIAL AND EDUCATIONAL SCIENCES; (5) THE TEACHER'S PROFESSION; (6) SCHOOLS AND INSTITUTIONS--PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL, HIGHER, ADULT, AND SPECIAL; AND (7) MISCELLANEOUS. AN INDEX OF AUTHORS AND A LISTING OF POLISH PUBLISHING HOUSES COMPLETES THIS VOLUME. ALL TITLES APPEAR IN POLISH AND ENGLISH; ANNOTATIONS APPEAR IN ENGLISH ONLY. (DO)

421

ED034995 72 AL002249
ISRAEL EDUCATION ABSTRACTS; A SELECTED BIBLIOGRAPHY OF CURRENT AND PAST LITERATURE AND MATERIALS ON THE PHILOSOPHY, POLICY AND PRACTICE OF EDUCATION IN ISRAEL. VOL. 4, NO. 2, 1969 COVERING PERIOD OF APRIL 1969--JULY 1969.

ELEFANT, WILLIAM L., ED.
BAR-ILAN UNIV., JERUSALEM (ISRAEL). DEPT. OF EDUCATION.; ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION, JERUSALEM.
BBB02054; FGK57295
TT-69-55006-2
BR-7-1275
69
85P.
ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATIONS, LTD., JERUSALEM, ISRAEL
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ AUDIOVISUAL INSTRUCTION/ DELINQUENCY/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL PHILOSOPHY/ *EDUCATIONAL POLICY/ HEBREW/ HIGHER EDUCATION/ HISTORY INSTRUCTION/ LANGUAGE INSTRUCTION/ MATHEMATICS INSTRUCTION/ READING INSTRUCTION/ *RELIGIOUS EDUCATION/ SECONDARY EDUCATION/ SEX EDUCATION/ VOCATIONAL EDUCATION
/ *ISRAEL

TWO SECTIONS COMPRISE THIS SELECTED BIBLIOGRAPHY ON EDUCATION IN ISRAEL. THE FIRST, "CURRENT ITEMS SECTION (APRIL 1969--JULY 1969)," CONTAINS ABSTRACTS OF DOCUMENTS DEALING WITH NEW EDUCATIONAL PUBLICATIONS, FOUNDATIONS OF EDUCATION, THE EDUCATIONAL LADDER, THE TEACHING-LEARNING PROCESS, EDUCATIONAL FRAMEWORKS, THE ADMINISTRATION OF EDUCATIONAL SYSTEMS, THE TEACHING OF VARIOUS SUBJECTS, AND DIASPORA JEWISH EDUCATION. THE SECOND SECTION IS A "SPECIAL SECTION ON MODERN RELIGIOUS EDUCATION IN ISRAEL" AND CONSISTS OF AN INTRODUCTION AND ABSTRACTS ON HISTORICAL HIGHLIGHTS, ISSUES AND DILEMMAS--ETERNITY AND MODERNITY, SPECIAL PROBLEMS, THE TEACHING-LEARNING PROCESS, AND SPECIAL FRAMEWORKS. A PUBLICATIONS AND PUBLISHERS INDEX IS INCLUDED AS WELL AS AN AUTHOR INDEX. A SUPPLEMENT CONTAINS A CROSS-REFERENCE TABLE TO RELATED HIGHER EDUCATION ABSTRACTS. ALL TITLES APPEAR IN ENGLISH AND HEBREW: ABSTRACTS APPEAR IN ENGLISH ONLY. (DO)

422

ED035337 72 FL001572
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN; JULY-SEPTEMBER 1969, VOLUME 3, NUMBER 3, 1969.
SAAD, ISMAIL, COMP.
FGK57295; RMQ66004
TT-69-51053-3
BR-7-1275
69
67P.

/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM DEVELOPMENT/ *EDUCATIONAL IMPROVEMENT/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ EDUCATIONAL PSYCHOLOGY/ *FOREIGN COUNTRIES/ INSTRUCTIONAL MATERIALS/ SCIENCE EDUCATION/ SOCIOLOGY/ TEACHER EDUCATION/ TEACHING METHODS/ WOMENS EDUCATION
/ PAKISTAN

THIS 123-ITEM BIBLIOGRAPHY WITH ENGLISH ABSTRACTS OF RECENT BOOKS

AND ARTICLES ON VARIOUS ASPECTS OF PAKISTAN EDUCATION INCLUDES A SPECIAL SECTION ON NEW EDUCATION POLICY. EMPHASIS IS PLACED ON ELEMENTARY, SECONDARY, AND HIGHER EDUCATION, HISTORY OF EDUCATION, LITERATURE FOR CHILDREN, SCIENCE EDUCATION, SOCIOLOGY, TEACHER TRAINING, AND WOMEN S EDUCATION. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL ADMINISTRATION, ORGANIZATION, FINANCE, CURRICULUM, GOALS, PLANNING, REFORMS, EXAMINATIONS, PHILOSOPHY, PSYCHOLOGY, AND TEXTBOOKS; (2) ADULT, CHILDHOOD, COMPARATIVE, ISLAMIC, PHYSICAL, PROFESSIONAL, RELIGIOUS, AND TECHNICAL EDUCATION; AND (3) EXTRA-CURRICULAR ACTIVITIES, LIBRARIES, SOCIAL PSYCHOLOGY, STUDENTS' PROBLEMS, TEACHING METHODS, AND MEDIA. AN AUTHOR INDEX IS INCLUDED. FOR RELATED DOCUMENTS SEE ED 027 813, ED 031 115, AND ED 032 820. (RL)

423

ED035338 72 FL001573
CEYLON EDUCATION ABSTRACTS; JANUARY 1, 1963--DECEMBER 31, 1965. VOLUME 1, NUMBER 3, 1969.
JAYASURIYA, J. E., COMP.
CEYLON UNIV., PERADENIYA.
FGK57295; RMQ66004
TT-67-59101-3
BR-7-1275
69
84P.

/ *ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ COURSE CONTENT/ CULTURAL DIFFERENCES/ *EDUCATION/ EDUCATIONAL GUIDANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL PLANNING/ EDUCATIONAL POLICY/ *EDUCATIONAL PRACTICE/ EDUCATIONAL PROBLEMS/ ENGLISH/ *FOREIGN COUNTRIES/ INTERNATIONAL EDUCATION/ SINGHALESE/ TAMIL/ TEACHER EDUCATION/ TEACHING METHODS
/ CEYLON

INCLUDED IN THIS THIRD ISSUE OF A SERIES OF BIBLIOGRAPHIES WITH ABSTRACTS ARE 115 ITEMS DEALING WITH SIGNIFICANT MATERIALS PUBLISHED IN CEYLON ON VARIOUS ASPECTS OF EDUCATION BETWEEN JANUARY 1, 1963 AND DECEMBER 31, 1965. TITLES IN TAMIL AND SINGHALESE ARE TRANSLATED INTO ENGLISH. SPECIAL ATTENTION IS GIVEN TO THE SUBJECT OF EDUCATIONAL PROBLEMS, PLANNING, AND POLICY, WITH LISTINGS COVERING: (1) EDUCATION AND THE STATE, (2) EQUALIZATION OF EDUCATIONAL OPPORTUNITY, (3) LANGUAGE ISSUES IN EDUCATION, AND (4) UNIVERSITY EDUCATION. ALONG WITH ENTRIES PERTAINING TO TEACHER EDUCATION, THE BIBLIOGRAPHY PLACES CONSIDERABLE EMPHASIS ON ITEMS CONCERNING THE CONTENT OF EDUCATION AND METHODS OF TEACHING. OTHER SUBJECTS TREATED ARE: (1) EDUCATIONAL COMMISSIONS, COMMITTEES, AND THEORY; (2) CHILD AND YOUTH PSYCHOLOGY (GUIDANCE AND COUNSELING); (3) SPECIAL, VOCATIONAL, TECHNICAL, AND ADULT EDUCATION; AND (4) EXAMINATIONS AND HISTORY OF EDUCATION. ALSO PROVIDED ARE A LIST OF THE PERIODICALS AND NEWSPAPERS ABSTRACTED AND AN AUTHOR INDEX. FOR A COMPANION DOCUMENT SEE ED 029 534. (AF)

424

ED035862 48 AL002265 69
SOUTHEASTERN EUROPE: A GUIDE TO BASIC PUBLICATIONS.
HORECKY, PAUL L., ED.
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK, N.Y.
BBB02054
BR-6-2251
OEC-1-6-062251-1875
755P.
UNIVERSITY OF CHICAGO PRESS, 5750 ELLIS AVENUE, CHICAGO, ILLINOIS 60637
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *ANNOTATED BIBLIOGRAPHIES/ *AREA STUDIES/ CULTURE/ ECONOMICS/ GEOGRAPHY/ HISTORY/ POLITICAL SCIENCE/ *REFERENCE MATERIALS
/ ALBANIA/ BULGARIA/ GREECE/ ROMANIA/ *SOUTHEASTERN EUROPE/ YUGOSLAVIA

THIS ANNOTATED AREA GUIDE PRESENTS A JUDICIOUS EVALUATION OF THOSE WRITINGS WHICH ARE PARTICULARLY RELEVANT TO THE CONTEMPORARY POLITICAL, SOCIO-ECONOMIC, AND INTELLECTUAL LIFE OF SOUTHEASTERN EUROPE. IT CONTAINS MORE THAN 3,000 BIBLIOGRAPHIC ENTRIES, TOGETHER WITH ADDITIONAL CITATIONS FOR COLLATERAL READING. THE ENTRIES INCLUDE BASIC PUBLICATIONS IN THE LANGUAGES INDIGENOUS TO THE RESPECTIVE AREAS AS WELL AS SOURCES IN RUSSIAN AND IN THE MAJOR WESTERN LANGUAGES, PARTICULARLY ENGLISH. A SELECTION OF PUBLICATIONS WHICH OFFER A PANORAMIC VIEW OF THE AREA AS A WHOLE IS PRESENTED IN THE OPENING PART. SUCCEEDING PARTS DEAL WITH ALBANIA, BULGARIA, GREECE, ROMANIA, AND YUGOSLAVIA. ENTRIES IN EACH PART ARE DIVIDED INTO SECTIONS ON GENERAL REFERENCE AIDS AND BIBLIOGRAPHIES, THE LAND, THE PEOPLE, HISTORY, THE STATE, THE ECONOMY, THE SOCIETY, AND INTELLECTUAL AND CULTURAL LIFE. THE PARTS ON GREECE AND YUGOSLAVIA ALSO CONTAIN A SECTION ON GENERAL AND DESCRIPTIVE WORKS. (DO)

425

ED036801 72 AL002324
SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN. VOL. 3, NO. 4, 1969.
SAAD, ISMAIL, ED.
FGK57295; RMQ66004
TT-69-51053-4
BR-7-1275
69
66P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL PLANNING/ ELEMENTARY EDUCATION/ HIGHER EDUCATION/ *INSTRUCTIONAL MATERIALS/ PRESCHOOL EDUCATION/ PROFESSIONAL

EDUCATION/ PSYCHOLOGY/ SCIENCE EDUCATION/ SECONDARY EDUCATION/ SOCIOLOGY/ TEACHER EDUCATION/ TEACHING METHODS/ TECHNICAL EDUCATION/ WOMENS EDUCATION
/ *PAKISTAN

THE BULK OF THE PAKISTANI EDUCATIONAL MATERIALS LISTED IN THIS ANNOTATED BIBLIOGRAPHY WAS PUBLISHED BETWEEN OCTOBER AND DECEMBER, 1969. THE 128 ENTRIES ARE ARRANGED UNDER 31 CATEGORIES COVERING MANY ASPECTS OF EDUCATION. (DO)

426

ED036904 72 EA002798
INDIAN EDUCATIONAL MATERIAL, ANNOTATED QUARTERLY BIBLIOGRAPHY. VOLUME 4, NO. 1 (JANUARY-MARCH 1969).
DAS GUPTA, A.K., ED.; AND OTHERS
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
RMQ66004
TT-69-53002-3
BR-7-1275
MAR 69
107P.

HC NOT AVAILABLE FROM EDRS.

/ *ABSTRACTS/ ACADEMIC ACHIEVEMENT/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ DISCIPLINE/ *EDUCATIONAL ADMINISTRATION/ EDUCATIONAL PLANNING/ *EDUCATIONAL PSYCHOLOGY/ EDUCATIONAL SOCIOLOGY/ HIGHER EDUCATION/ *SCIENCE EDUCATION/ SPECIAL EDUCATION/ TEACHER EDUCATION/ TEACHING METHODS/ TESTING/ VOCATIONAL EDUCATION
/ INDIA

ABSTRACTS OF 159 JOURNAL ARTICLES, REPORTS, AND RELATED ITEMS PUBLISHED IN INDIA FROM 1956 TO 1969, ARE ARRANGED UNDER 36 HEADINGS, AS FOLLOWS: ACADEMIC ACHIEVEMENT, ADMINISTRATION AND ORGANIZATION, ADULT EDUCATION, BASIC EDUCATION, COURSES OF STUDY (HIGHER EDUCATION), CURRICULUM, EDUCATION (GENERAL), EDUCATIONAL PSYCHOLOGY, EDUCATIONAL RESEARCH, EDUCATIONAL SOCIOLOGY, EXAMINATION AND EVALUATION, GUIDANCE AND COUNSELLING, HEALTH CARE, HIGHER EDUCATION, INSTRUCTIONAL MATERIAL AND AIDS, LANGUAGE PROBLEM, LITERACY, PHYSICAL EDUCATION, POLICY AND PLANNING, PRESCHOOL EDUCATION, PRIMARY EDUCATION, READING, SCHOOL BUILDING, SINGLE TEACHER SCHOOL, SPECIAL EDUCATION, STATISTICS, STUDENT INDISCIPLINE, STUDENT POLITICS, STUDENT SELECTION, TEACHER EDUCATION, TEACHER ORGANIZATIONS, TEACHERS, TEACHING METHODS, TESTS AND MEASUREMENTS, VOCATIONAL AND TECHNICAL EDUCATION, AND WOMEN'S EDUCATION. A SPECIAL SECTION CONTAINS 43 ABSTRACTS OF SIMILARLY PUBLISHED ITEMS RELATED TO SCIENCE EDUCATION. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL COPY. (JK)

427

ED038065 48 FL001681 69
EAST CENTRAL EUROPE: A GUIDE TO BASIC PUBLICATIONS.
HORECKY, PAUL L., ED.
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK, N.Y.

RMQ66004
BR-6-2251
OEC-1-6-062251
956P.
UNIVERSITY OF CHICAGO PRESS, 5750 ELLIS AVE., CHICAGO, ILLINOIS 60637 ($25.00)
DOCUMENT NOT AVAILABLE FROM EDRS.

/ *ANNOTATED BIBLIOGRAPHIES/ BIBLIOGRAPHIES/ CULTURAL BACKGROUND/ CZECH/ *EUROPEAN HISTORY/ HISTORY/ INDEXES (LOCATERS)/ *INDO EUROPEAN LANGUAGES/ LITERATURE REVIEWS/ POLISH/ POLITICAL POWER/ *PUBLICATIONS/ RESEARCH/ RESEARCH REVIEWS (PUBLICATIONS)/ *SLAVIC LANGUAGES/ SOCIAL VALUES/ SOCIOECONOMIC STATUS

/ CZECHOSLOVAKIA/ EAST GERMANY/ HUNGARY/ LUSATIA/ POLAND

THIS COMPREHENSIVE, ANNOTATED BIBLIOGRAPHY RECORDS 3,380 BASIC BOOKS, PERIODICALS, AND ARTICLES ON THE LANDS AND PEOPLES OF CZECHOSLOVAKIA, EAST GERMANY (INCLUDING THE LUSATIANS AND POLABIANS), HUNGARY, AND POLAND. COVERAGE FOCUSES ON POLITICAL, SOCIOECONOMIC, INTELLECTUAL LIFE, AND SOME SCIENTIFIC RESEARCH ACTIVITIES. ENTRIES ARE IN LANGUAGES INDIGENOUS TO THESE COUNTRIES WITH ENGLISH TRANSLATIONS OF TITLES IN SLAVIC LANGUAGES AND HUNGARIAN. ENGLISH-LANGUAGE PUBLICATIONS ARE FREQUENTLY CITED. COVERAGE BEGINS WITH THE MORE RECENT PERIOD OF STATEHOOD OF THE VARIOUS COUNTRIES AND ALSO CONSIDERS BACKGROUND AND GENERAL HISTORICAL DEVELOPMENT. FOR EACH COUNTRY, THE MATERIAL IS STRUCTURED INTO EIGHT OR NINE TOPICS WHICH ARE THEN SUBDIVIDED AS SUGGESTED BY THE PARTICULARITIES OF EACH COUNTRY. THE PREFATORY TABLE OF CONTENTS, DETAILED STATEMENTS AT THE BEGINNING OF MAJOR CHAPTERS, OVERVIEWS, AND AN EXTENSIVE AUTHOR-TITLE-SUBJECT INDEX ARE INTENDED TO GUIDE THE READER IN HIS SEARCH. A GENERAL OVERVIEW OF THE EAST CENTRAL EUROPEAN AREA INCLUDES: (1) HISTORY, (2) THE NATIONALITY QUESTION, (3) THE ECONOMY, (4) THE COUNCIL FOR ECONOMIC MUTUAL ASSISTANCE, AND (5) SLAVIC CULTURE. THE CYRILLIC ALPHABET IS TRANSLITERATED FOLLOWING THE LIBRARY OF CONGRESS STYLE PRACTICE. A BIOGRAPHICAL LISTING OF CONTRIBUTORS IS INCLUDED. (AUTHOR/RL)

428

ED038074 72 FL001726
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOLUME 4, NUMBER 1, 1970.
AZZOUZ, AZZEDINE, COMP.; AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66004
TT-70-58034-1
BR-7-1275
70
31P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ INSTRUCTIONAL

AIDS/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ *INTERNATIONAL EDUCATION/ STATISTICAL STUDIES/ TEACHER EDUCATION
/ ALGERIA/ LIBYA/ *MAGHREB COUNTRIES/ MOROCCO/ TUNISIA
A 100-ITEM BIBLIOGRAPHY WITH ABSTRACTS OF BOOKS, NEWSPAPER ARTICLES- AND PERIODICAL ARTICLES IN ENGLISH AND FRENCH PUBLISHED PREDOMINANTLY IN 1969 OFFERS INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EMPHASIS IS PLACED ON SECTIONS DEALING WITH EDUCATIONAL ORGANIZATION IN PRIMARY, SECONDARY, VOCATIONAL, AND HIGHER EDUCATION; AND THE STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL PHILOSOPHY, ADMINISTRATION, STATISTICS, AND COOPERATION; (2) ADULT, TEACHER, RELIGIOUS, ARTISTIC, AND SPECIAL EDUCATION; AND (3) TEACHING AIDS AND SPECIAL PROBLEMS. ENGLISH TRANSLATIONS OF FOREIGN TITLES ARE PROVIDED AND THE COUNTRY UNDER CONSIDERATION IS NOTED. FOR COMPANION DOCUMENTS SEE ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, AND ED 034 455. (RL)

429

ED041281 72 AL002491
SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOL. 9, NO. 1.
CZERNIEWSKI, WIKTOR, ED.; WIECZOREK, BARBARA, ED.
CENTRAL INST. FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION, WARSAW (POLAND). SCIENTIFIC PUBLICATIONS FOREIGN COOPERATION CTR.
BBB02054
TT-70-55011-1
70
54P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ *EDUCATION/ EDUCATIONAL HISTORY/ ELEMENTARY SCHOOLS/ HIGHER EDUCATION/ HIGH SCHOOLS/ *INSTRUCTIONAL MATERIALS/ LAWS/ LEGISLATION/ *POLISH/ PRESCHOOL EDUCATION/ SOCIAL SCIENCES/ SPECIAL EDUCATION/ TEACHERS/ VOCATIONAL EDUCATION
/ *POLAND
THE BULK OF THE POLISH EDUCATIONAL MATERIALS LISTED IN THIS ANNOTATED BIBLIOGRAPHY WERE PUBLISHED BETWEEN JULY 16 AND OCTOBER 31- 1969. THE 100 ENTRIES ARE LISTED UNDER THE FOLLOWING HEADINGS: (1) HISTORY OF EDUCATION; (2) LAWS AND LEGISLATION; (3) GENERAL INFORMATION ON EDUCATION; (4) SOCIAL AND EDUCATIONAL SCIENCES; (5) THE TEACHER'S PROFESSION; (6) SCHOOLS AND INSTITUTIONS--PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL, HIGHER, ADULT, SPECIAL; AND (7) MISCELLANEOUS. ENTRY TITLES ARE GIVEN IN POLISH AND ENGLISH; ANNOTATIONS APPEAR IN ENGLISH ONLY. ENTRIES ARE INDEXED BY AUTHOR. (FWB)

430

ED041522 72 FL001879
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOL. 4, NO. 2.
AZZOUZ, AZZEDINE; AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66000
TT-70-58034-2
70
39P.

HC NOT AVAILABLE FROM EDRS-

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL METHODS/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ EDUCATIONAL PRACTICE/ *EDUCATIONAL PROBLEMS/ *EDUCATIONAL PROGRAMS/ *FOREIGN COUNTRIES/ INSTRUCTIONAL AIDS/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ *INTERNATIONAL EDUCATION/ STATISTICAL STUDIES/ TEACHER EDUCATION

A 100-ITEM BIBLIOGRAPHY WITH ABSTRACTS OF BOOKS, NEWSPAPER ARTICLES, AND PERIODICAL ARTICLES IN ENGLISH AND FRENCH PUBLISHED PREDOMINANTLY IN 1970 OFFERS INFORMATION ON VARIOUS ASPECTS OF EDUCATION IN ALGERIA, LIBYA, MOROCCO, AND TUNISIA. EMPHASIS IS PLACED ON SECTIONS DEALING WITH EDUCATIONAL ORGANIZATION IN PRIMARY, SECONDARY, VOCATIONAL, AND HIGHER EDUCATION; AND THE STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA. LESS EXTENSIVE SECTIONS DEAL WITH: (1) EDUCATIONAL PHILOSOPHY, ADMINISTRATION, STATISTICS, AND COOPERATION; (2) ADULT, TEACHER, RELIGIOUS, ARTISTIC, AND SPECIAL EDUCATION; AND (3) TEACHING AIDS AND SPECIAL PROBLEMS. ENGLISH TRANSLATIONS OF FOREIGN TITLES ARE PROVIDED AND THE COUNTRY UNDER CONSIDERATION IS NOTED. FOR COMPANION DOCUMENTS SEE ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, ED 034 455, AND ED 038 074. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (RL)

431

ED041683 72 RC004535
INDIAN EDUCATIONAL MATERIAL: ANNOTATED QUARTERLY BIBLIOGRAPHY, VOL. 4, NO. 3.
JOSEPH, A., ED.; AND OTHERS
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
BBB02054; FGK57295
SEP 69
107P.

/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL ADMINISTRATION/ EDUCATIONAL PLANNING/ EDUCATIONAL PSYCHOLOGY/ *EDUCATIONAL RESEARCH/ *FOREIGN COUNTRIES/ PERIODICALS/ RESEARCH REVIEWS (PUBLICATIONS)/ RESOURCE MATERIALS/ *RURAL AREAS/ STUDENT TESTING/ *TEACHER EDUCATION
/ *INDIA

IN THIS BIBLIOGRAPHY ON EDUCATION IN INDIA, 192 PUBLICATIONS ARE CITED AND ANNOTATED. THE MAJORITY OF THE PUBLICATIONS ARE RESEARCH STUDIES REPORTED IN INDIAN JOURNALS FROM JULY THROUGH SEPTEMBER OF 1969. THE LARGEST CATEGORIES ARE ADMINISTRATION AND ORGANIZATION, EDUCATIONAL PSYCHOLOGY, STUDENT EXAMINATION AND EVALUATION, AND EDUCATIONAL POLICY AND PLANNING. A SPECIAL SECTION ON TEACHER EDUCATION IS INCLUDED. (JH)

432

ED042170 72 AL002532
CEYLON EDUCATION ABSTRACTS; PERIOD COVERED JANUARY 1, 1966--DECEMBER 31, 1967. VOL. 1, NO. 4--1970.
JAYASURIYA, J. E., COMP.
NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
BBB02054
TT-67-59101-4
70
73P.
INSPECTION COPY AVAILABLE AT THE ERIC CLEARINGHOUSE FOR LINGUISTICS, 1717 MASS. AVE., WASHINGTON, D.C. 20036
HC NOT AVAILABLE FROM EDRS.

/ ABSTRACTS/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ COUNSELING/ CULTURAL FACTORS/ *EDUCATION/ EDUCATIONAL CHANGE/ EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL OBJECTIVES/ ENGLISH (SECOND LANGUAGE)/ GUIDANCE/ LANGUAGE INSTRUCTION/ PERIODICALS/ PSYCHOLOGY/ *RESEARCH REVIEWS (PUBLICATIONS)/ SINGHALESE/ TAMIL/ TEACHER EDUCATION / TEACHING METHODS
/ *CEYLON

"CEYLON EDUCATION ABSTRACTS" ATTEMPTS A COVERAGE OF THE MORE SIGNIFICANT MATERIALS PUBLISHED IN CEYLON ON VARIOUS ASPECTS OF EDUCATION. THIS IS THE FOURTH AND CONCLUDING PART OF VOLUME 1. THE FOUR PARTS OF VOLUME 1 HAVE DEALT WITH THE MATERIALS PUBLISHED DURING THE PERIOD JANUARY 1, 1957 TO DECEMBER 31, 1967. WHERE THE TITLE OF AN ENTRY IS NOT IN ENGLISH, IT IS IN SINAHALESE WITH AN ENGLISH TRANSLATION. A FEW TITLES ARE IN TAMIL, AND IN SUCH CASES THE WORDS "IN TAMIL" APPEAR AT THE END OF THE ABSTRACT. A LIST OF THE NEWSPAPERS AND THE PERIODICALS FROM WHICH MATERIAL HAS BEEN SELECTED, AND AN AUTHOR INDEX ARE GIVEN AT THE END. NOT AVAILABLE IN HARDCOPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/AMM)

433

ED042238 24 EA002988
EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY. WORKING DRAFT. PARTS I - VI.
WEBSTER, MAUREEN; AND OTHERS
SYRACUSE UNIV. RESEARCH CORP., N.Y.
RMQ66004
BR-7-0996
JUN 69

OEC-1-7-070996-4253
661P.

/ *BIBLIOGRAPHIES/ EDUCATIONAL FINANCE/ *EDUCATIONAL PLANNING/ *EDUCATIONAL POLICY/ MANPOWER DEVELOPMENT/ PRODUCTIVITY/ REGIONAL PLANNING/ TECHNICAL ASSISTANCE

THIS 4,927-ITEM BIBLIOGRAPHY CONSTITUTES PART OF A RESEARCH PROJECT TO PROVIDE A DESCRPTIVE REVIEW OF WORLDWIDE EDUCATIONAL PLANNING TECHNIQUES AND EXPERIENCES, AS WELL AS AN EVALUATION OF THE USEFULNESS OF SUCH PLANNING FOR INTEGRATION IN APPROACHES TO FUTURES PLANNING. IN ADDITION TO SUPPORTING THE RESEARCH PROJECT, THE BIBLIOGRAPHY PROVIDES A TOOL FOR SCHOLARS AND PRACTITIONERS TO USE IN ALL EDUCATIONAL PLANNING AND POLICY. MOST SOURCES ARE ENGLISH, ALTHOUGH SOME ARE FRENCH, SPANISH, OR GERMAN. THE ENTRIES ARE DIVIDED INTO (1) EDUCATION AND NATIONAL DEVELOPMENT, (2) COMPREHENSIVE AND PARTIAL PLANNING, (3) FINANCING EDUCATIONAL PLANS, (4) INFLUENCES ON THE TARGETS OF PLANNING, (5) PRODUCTIVITY AND EFFICIENCY, AND (6) BIBLIOGRAPHIES. AUTHOR, COUNTRY AND REGIONAL INDEXES ARE ALSO INCLUDED. (RA)

434

ED043362 48 LI002156
CATALOG OF LUSO-BRAZILIAN MATERIAL IN THE UNIVERSITY OF NEW MEXICO LIBRARIES.
GILLETT, THERESA, COMP.; MCINTYRE, HELEN, COMP.
NEW MEXICO UNIV., ALBUQUERQUE.
BR-6-8599
70
OEC-4-7-068599-0336
961P.
SCARECROW PRESS, INC. 52 LIBERTY ST., P.O. BOX 656, METUCHEN, N.J. 08840 ($20.00)
DOCUMENT NOT AVAILABLE FROM EDRS.

/ BIBLIOGRAPHIES/ *FOREIGN LANGUAGE BOOKS/ *LIBRARY COLLECTIONS/ *LIBRARY MATERIALS/ PORTUGUESE/ *UNIVERSITY LIBRARIES
/ *LUSO BRAZILIAN MATERIALS/ NEW MEXICO

THE UNIVERSITY OF NEW MEXICO LIBRARIES CONTAIN ONE OF THE FINEST COLLECTIONS OF LUSO-BRAZILIAN MATERIALS AVAILABLE IN THE UNITED STATES. THE MORE THAN 10,000 ITEMS IN THAT COLLECTION, WHICH IS ESPECIALLY STRONG IN HISTORY AND LITERATURE AND DIVIDED ALMOST EQUALLY BETWEEN PORTUGUESE AND BRAZILIAN SUBJECTS, ARE LISTED FOR THE BENEFIT OF STUDENTS, RESEARCHERS, AND LIBRARIANS. INCLUDED ARE PUBLICATIONS ISSUED IN PORTUGAL, BRAZIL, OR THE PORTUGUESE DEPENDENCIES; PUBLICATIONS IN THE PORTUGUESE LANGUAGE OR TRANSLATED FROM THE PORTUGUESE LANGUAGE REGARDLESS OF PLACE OF PUBLICATION; AND PUBLICATIONS ABOUT PORTUGAL, BRAZIL OR THE PORTUGUESE DEPENDENCIES REGARDLESS OF LANGUAGE OR PLACE OF PUBLICATION. ARRANGEMENT IS BY BROAD SUBJECT, WITH COMPLETE BIBLIOGRAPHICAL INFORMATION. AN ALPHABETICAL AUTHOR INDEX IS PROVIDED. (AUTHOR)

435

ED043437 72 RC004731
INDIAN EDUCATIONAL MATERIAL: ANNOTATED QUARTERLY BIBLIOGRAPHY, VOL. 4, NO. 4, DECEMBER 1969.
JOSEPH, A., ED.; AND OTHERS
INDIAN NATIONAL SCIENTIFIC DOCUMENTATION CENTRE, DELHI.
FGK57295; RMQ66000
DEC 69
92P.
HC NOT AVAILABLE FROM EDRS.
/ ACADEMIC ACHIEVEMENT/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ CURRICULUM/ *EDUCATIONAL RESEARCH/ *FOREIGN COUNTRIES/ GUIDANCE COUNSELING/ HISTORY/ *INDIANS/ PERIODICALS/ RESOURCE MATERIALS/ *RURAL AREAS/ SCHOOLS/ TEACHER EDUCATION/ TEACHING METHODS/ VOCATIONAL EDUCATION
/ *INDIA

IN THIS 179-ITEM ANNOTATED BIBLIOGRAPHY OF PERIODICAL LITERATURE, THE QUARTER FROM OCTOBER THROUGH DECEMBER OF 1969 IS COVERED. THE DOCUMENT IS ARRANGED BY ACCESSION NUMBERS WHICH ARE ASSIGNED TO EACH CITATION. ENTRIES ARE INDEXED UNDER SUCH HEADINGS AS ACADEMIC ACHIEVEMENT, ADULT EDUCATION, BASIC EDUCATION, CURRICULUM, AND OTHER AREAS RELATED TO EDUCATION IN INDIA. IN CONCLUSION, A SPECIAL SECTION IS PROVIDED ON TEACHER EDUCATION. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (EL)

436

ED043961 72 EA003111
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS, VOL. 6, NO. 1, 1970.
YUGOSLAV INST. FOR EDUCATIONAL RESEARCH, BELGRADE.
FGK57295; RMQ66000
TT-70-56018-1
70
50P.

/ *BIBLIOGRAPHIES/ *EDUCATION/ *FOREIGN COUNTRIES

THIS BIBLIOGRAPHY ON THE YUGOSLAVIAN EDUCATIONAL SYSTEM IS DIVIDED INTO THE FOLLOWING TOPICS: HISTORY AND DEVELOPMENT OF EDUCATION, EDUCATION RESEARCH, SCHOOL REFORM, TEACHER TRAINING AND TEACHING STAFF, SCHOOLS AND INSTITUTIONS, CURRICULA AND SYLLABI, AUDIOVISUAL AIDS, POLYTECHNICAL EDUCATION, PHYSICAL EDUCATION, PROBLEMS IN EDUCATION, HOSTELS, MANAGEMENT AND FINANCE, LEGISLATION, AND EDUCATION STATISTICS. RELATED DOCUMENTS INCLUDE ED 026 893, ED 034 459, ED 131 109, AND ED 037 730. (LLR)

437

ED043963 72 EA003113
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN. VOL. 4 NO. 2, 1970. APRIL-JUNE 1970.
SAAD, ISMAIL, ED.
FGK57295: RMQ66000
TT-70-59002-2
70
74P.

/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL CHANGE/ EDUCATIONAL PLANNING/ *FOREIGN COUNTRIES/ LIBRARIES/ PROFESSIONAL EDUCATION/ *PROFESSIONAL TRAINING/ TEACHER EDUCATION/ TESTS
/ PAKISTAN

THIS 124-ITEM BIBLIOGRAPHY, WITH ENGLISH ABSTRACTS OF RECENT BOOKS AND ARTICLES ON VARIOUS ASPECTS OF PAKISTANI EDUCATION, INCLUDES A SPECIAL SECTION ON PROFESSIONAL TRAINING. MAJOR SECTIONS ARE DEVOTED TO EDUCATIONAL PLANNING, EDUCATIONAL REFORMS, LIBRARIES, AND EXAMINATIONS. TWENTY-FIVE ADDITIONAL SECTIONS PROVIDE LESS EXTENSIVE COVERAGE OF A BROAD RANGE OF TOPICS, INCLUDING CURRICULAR ISSUES, LITERACY, ADMINISTRATION, AND EDUCATIONAL HEALTH, PHILOSOPHY, AND SOCIOLOGY. AN AUTHOR INDEX IS INCLUDED. RELATED DOCUMENTS ARE ED 031 115, ED 032 820, ED 035 337, ED 036 801, AND EA 003 161. (RA)

438

ED043967 EA003117
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS: ALGERIA, LIBYA, MOROCCO, TUNISIA. VOL. 4 NO. 3, 1970.
AZZOUZ, AZZEDINE, COMP.: AND OTHERS
AGENCE TUNISIENNE DE PUBLIC RELATIONS, TUNIS (TUNISIA).
FGK57295; RMQ66000
TT-70-58034-3
70
48P.

HC NOT AVAILABLE FROM EDRS.

/ ADMINISTRATIVE ORGANIZATION/ ADULT EDUCATION/ ART EDUCATION/ *BIBLIOGRAPHIES/ EDUCATIONAL PHILOSOPHY/ *LITERATURE REVIEWS/ MECHANICAL TEACHING AIDS/ *PERIODICALS/ RELIGIOUS EDUCATION/ SPECIAL EDUCATION/ TEACHER EDUCATION
/ ALGERIA/ LIBYA/ MOROCCO/ TUNISIA

THIS REPORT, PART OF A SERIES OF EDUCATIONAL BIBLIOGRAPHIES FROM THE MAGHREB COUNTRIES (ALGERIA, MOROCCO, AND TUNISIA) AND LIBYA, CONSISTS OF EXCERPTS FROM PERIODICALS PUBLISHED IN THOSE COUNTRIES. EACH ENTRY IS MARKED TO INDICATE THE PARTICULAR COUNTRY. THE ARTICLES ARE ORGANIZED UNDER 13 MAJOR SUBJECTS THAT INCLUDE: THE STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA; ADULT EDUCATION; TEACHER TRAINING; AND RELIGIOUS, ARTISTIC, AND SPECIAL EDUCATION. RELATED

DOCUMENTS ARE ED 023 063, ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 034 455, ED 038 074, AND ED 032 818. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JF)

439

ED049138 SO000962 70
ISRAEL EDUCATION ABSTRACTS. A SELECTED BIBLIOGRAPHY OF CURRENT AND PAST LITERATURE AND MATERIALS ON THE PHILOSOPHY, POLICY AND PRACTICE OF EDUCATION IN ISRAEL. VOLUME 5, NUMBER 2.
ELEFANT, WILLIAM L., ED.
ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION, JERUSALEM.
FGK57295; RMQ66000
OE-115; TT-70-5000/2
69P.

/ ABSTRACTS/ *ANNOTATED BIBLIOGRAPHIES/ *COMPARATIVE EDUCATION/ CURRICULUM/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL METHODS/ EDUCATIONAL PHILOSOPHY/ EDUCATIONAL POLICY/ EDUCATIONAL PRACTICE/ EDUCATIONAL PROGRAMS/ *EDUCATIONAL SOCIOLOGY/ ELEMENTARY GRADES/ HIGHER EDUCATION/ SECONDARY GRADES/ SOCIAL DEVELOPMENT/ SOCIALIZATION/ YOUTH/ YOUTH CLUBS
/ EDUCATIONAL SYSTEMS/ *ISRAEL

MATERIALS RECEIVED DURING THE PERIOD APRIL-JULY 1970 ARE INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY OF HEBREW AND ARABIC BOOKS AND ARTICLES. ALL ABSTRACTS ARE IN ENGLISH, AND AUTHOR AND PUBLISHER INDICES ARE PROVIDED FOR EACH ITEM. THE CURRENT ITEMS SECTION CONTAINS MATERIAL ON EDUCATIONAL REFORM, FOUNDATIONS OF EDUCATION, THE TEACHING-LEARNING PROCESS, ETC. SPECIAL SECTIONS, COMPRISING ALMOST HALF THE BIBLIOGRAPHY, CONCERN CURRICULA FOR THE INTERMEDIATE DIVISION (1967-1970), AND SOCIAL EDUCATION IN ISRAEL. THIS LATTER TOPIC SEEKS TO GIVE AN ACCOUNT OF TWO ASPECTS OF SOCIAL EDUCATION: A) CHILDREN'S AND YOUTH SOCIETIES PER SE; AND B) SUCH SOCIETIES AS A TRAINING GROUND FOR ADULT SOCIETY. THIS INVOLVES MATERIALS DEALING WITH THE KIBBUTZ, BOARDING SCHOOL, SCHOOL SYSTEM, AND THE YOUTH MOVEMENT IN GENERAL. FOR EARLIER VOLUMES, SEE ED 027 806, ED 032 810, ED 034 995, AND ED 037 820. (JLB)

440

ED049139 SO000963
ISRAEL EDUCATION ABSTRACTS. A SELECTED BIBLIOGRAPHY OF CURRENT AND PAST LITERATURE AND MATERIALS ON THE PHILOSOPHY, POLICY, AND PRACTICE OF EDUCATION IN ISRAEL.
ELEFANT, WILLIAM L., ED.
ISRAEL PROGRAM FOR SCIENTIFIC TRANSLATION, JERUSALEM.
FGK57295; RMQ66000
NOV 70
72P.; V5 N3

*ANNOTATED BIBLIOGRAPHIES/ *COMPARATIVE EDUCATION/ CULTURALLY

DISADVANTAGED/ CURRICULUM/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL PHILOSOPHY/ EDUCATIONAL POLICY/ *EDUCATIONAL PRACTICE/ EDUCATIONAL RESEARCH/ EDUCATIONAL SOCIOLOGY/ EDUCATIONAL TRENDS/ ELEMENTARY EDUCATION/ HIGHER EDUCATION/ KINDERGARTEN/ SECONDARY EDUCATION/ SOCIOECONOMIC INFLUENCES/ TEACHER EDUCATION/ TEACHING METHODS
/ *ISRAEL

THIS ANNOTATED BIBLIOGRAPHY IS DIVIDED INTO SEVERAL MAJOR SECTIONS. INCLUDED IS A SECTION ON THE PHILOSOPHICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION IN ISRAEL. "THE EDUCATIONAL LADDER" IS A SECTION CONTAINING INFORMATION ON KINDERGARTEN, ELEMENTARY, INTERMEDIATE, SECONDARY, AND HIGHER EDUCATION. "TEACHING-LEARNING PROCESS" CONTAINS ITEMS DEALING WITH CURRICULUM, MEASUREMENT AND EVALUATION, AND TEACHER TRAINING. "EDUCATIONAL FRAMEWORKS" COVERS ADULT AND ARAB EDUCATION, BOARDING SCHOOLS, IMMIGRANT ABSORPTION, JUVENILE DELINQUENTS, KIBBUTZIM, ETC. SECTIONS ON ADMINISTRATION AND THE TEACHING OF SPECIFIC SUBJECTS ARE ALSO INCLUDED. NEARLY HALF OF THE BIBLIOGRAPHY IS DEVOTED TO "EDUCATION FOR THE CULTURALLY DISADVANTAGED IN THE ISRAELI SETTING (1953-1970)." INCLUDED IN THIS SPECIAL SECTION IS INFORMATION ON: 1) SOCIOLOGICAL, PSYCHOLOGICAL, PHILOSOPHICAL, AND EDUCATIONAL BACKGROUNDS, 2) ELEMENTARY AND SECONDARY EDUCATION, 3) RESEARCHES, AND, 4) BIBLIOGRAPHIES. PUBLISHERS, AUTHORS, AND CUMULATIVE INDEXES ARE INCLUDED. RELATED DOCUMENTS ARE: ED 032 806, ED 034 995, ED 037 820 AND SO 000 962. (SLD)

441

ED049995 SO001192 71
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOLUME 6, NUMBER 3.
COWAN, ROGER
YUGOSLAV INST. FOR EDUCATIONAL RESEARCH, BELGRADE.
FGK57295; RMQ66000
TT-70-56018-3
48P.

/ ANNOTATED BIBLIOGRAPHIES/ *COMPARATIVE EDUCATION/ CURRICULUM/ *EDUCATIONAL ADMINISTRATION/ *EDUCATIONAL DEVELOPMENT/ *EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL METHODS/ *EDUCATIONAL PRACTICE/ ELEMENTARY GRADES/ HIGHER EDUCATION/ SECONDARY GRADES/ STATISTICS/ TEACHER EDUCATION
/ YUGOSLAVIA

THIS 117 ITEM ANNOTATED BIBLIOGRAPHY OF DOCUMENTS PUBLISHED IN 1970 IS DIVIDED INTO THESE SECTIONS: EDUCATIONAL HISTORY AND DEVELOPMENT; SCHOOL REFORM; TEACHER TRAINING AND STAFFING; SCHOOLS AND INSTITUTIONS; CURRICULA AND SYLLABI; AUDIO-VISUAL AIDS; MOTIVATION; POLYTECHNICAL EDUCATION; SELF-EDUCATION; PHYSICAL EDUCATION; PROBLEMS IN EDUCATION; MANAGEMENT AND FINANCING; LEGISLATION AND EDUCATION IN STATISTICS. (VLW)

442

ED050000 48 SO001213 71
AFRICA SOUTH OF THE SAHARA: A BIBLIOGRAPHY FOR UNDERGRADUATE LIBRARIES.
DUIGNAN, PETER; AND OTHERS
NATIONAL COUNCIL OF ASSOCIATIONS FOR INTERNATIONAL STUDIES, PITTSBURGH, PA.; NEW YORK STATE EDUCATION DEPT., ALBANY.
RMQ66000
OPUB-12
BR-5-0931
127P.
FOREIGN AREA MATERIALS CENTER, 11 WEST 42ND STREET, NEW YORK, NEW YORK ($8.95)

/ AFRICAN CULTURE/ AFRICAN HISTORY/ *AREA STUDIES/ BIBLIOGRAPHIES/ HIGHER EDUCATION/ *LIBRARY COLLECTIONS/ LIBRARY MATERIALS/ *LIBRARY MATERIAL SELECTION/ *SOCIAL SCIENCES/ *UNDERGRADUATE STUDY
/ *AFRICA/ ESEA TITLE 4
LIBRARY COLLECTIONS ARE GENERALLY ILL EQUIPPED TO EFFECTIVELY SUPPORT FOREIGN AREA STUDENTS. THIS BIBLIOGRAPHY, ONE OF A SERIES ON "NEGLECTED" FOREIGN AREAS, ATTEMPTS TO PROVIDE GUIDELINES FOR LIBRARIES IN MEETING THESE RESOURCES NEEDS. SELECTION OF ENTRIES WAS MADE ACCORDING TO THE FOLLOWING GUIDELINES: 1) FEW WORKS IN LANGUAGES OTHER THAN ENGLISH; 2) EMPHASIS ON BOOKS PUBLISHED IN THE LAST 25 YEARS, EXCEPT FOR CLASSICA WORKS; 3) FEW GOVERNMENT DOCUMENTS; AND, 4) AN ATTEMPT TO BALANCE SOURCE BOOKS AND SECONDARY WORKS, WHILE COVERING ALL DISCIPLINES. ARRANGEMENT OF ENTRIES IS BY BROAD GEOGRAPHIC CATEGORY, WITH SUBSECTIONS BASED ON TYPE OF PUBLICATION (BIBLIOGRAPHY, REFERENCE BOOK, JOURNAL, GENERAL BOOK) AND SUBJECT AREA (HISTORY AND ARCHAEOLOGY, PHILOSOPHY AND RELIGION, ART AND ARCHITECTURE ETC.). EACH ENTRY IS GRADED AS TO ITS DEGREE OF NECESSITY FOR UNDERGRADUATE COLLECTIONS, FROM BOOKS THAT SHOULD BE PURCHASED WHETHER OR NOT ANY COURSES ON THE AREA ARE TAUGHT, TO BOOKS NECESSARY FOR AN UNDERGRADUATE AREA STUDIES PROGRAM. REFERENCES TO ANNOTATIONS AND REVIEWS ARE PROVIDED FOR EACH ITEM. OUT-OF-PRINT, REPRINTED, AND MICROFORM TITLES ARE SO INDICATED. PRICES HAVE BEEN OMITTED, AS THEY ARE SUBJECT TO CHANGE. (JLB)

443

ED051710 72 FL002303 69
SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS. VOLUME 5, NUMBER 4, 1969.
YUGOSLAV INST. FOR EDUCATIONAL RESEARCH, BELGRADE.
FGK57295; RMQ66000
TT-69-51005-4
56P.

/ ADULT EDUCATION/ *ANNOTATED BIBLIOGRAPHIES/ EDUCATIONAL FINANCE/ EDUCATIONAL HISTORY/ EDUCATIONAL PROBLEMS/ EDUCATIONAL RESEARCH/ *EDUCATIONAL RESOURCES/ *FOREIGN COUNTRIES/ HIGHER EDUCATION/ *INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL PROGRAM DIVISIONS/ INSTRUCTIONAL STAFF/ INTERNATIONAL EDUCATION/ LEGISLATION/ PHYSICAL EDUCATION/ SCHOOLS/ SECONDARY EDUCATION/ TEACHER EDUCATION

/ *YUGOSLAVIA

INCLUDED IN THIS ENGLISH TRANSLATION OF AN ANNOTATED BIBLIOGRAPHY ARE 113 ITEMS CITING BOOKS AND ARTICLES IN SERBO-CROATIAN THAT CONTAIN INFORMATION ABOUT YUGOSLAVIAN EDUCATIONAL RESOURCES AND SCHOOL SYSTEMS. WORKS CITED REFER TO HISTORY, RESEARCH, EDUCATIONAL DEVELOPMENT, REFORM, STAFF TRAINING, AND VARIOUS LEVELS OF THE YUGOSLAVIAN EDUCATIONAL SYSTEM. CURRICULA, AUDIO-VISUAL AIDS, PHYSICAL EDUCATION, PROBLEMS IN EDUCATION, MANAGEMENT AND FINANCING, LEGISLATION, AND EDUCATIONAL STATISTICS ARE ALSO COVERED. THE PUBLICATIONS CITED APPEARED IN 1969. (RL)

444

ED052097 SO001425 67

INTERCULTURAL EDUCATION SERIES. A SELECTED, ANNOTATED BIBLIOGRAPHY OF INTER-AMERICAN TEACHING AIDS FOR ART, ENGLISH LANGUAGE ARTS, MUSIC, SOCIAL STUDIES, AND SPANISH.

DEAN, FRANCES F.

BRYAN INDEPENDENT SCHOOL DISTRICT, TEX.; TEXAS A AND M UNIV., COLLEGE STATION.

RMQ66000

MONOGR-2

312P.

/ ANNOTATED BIBLIOGRAPHIES/ *AREA STUDIES/ ART/ *AUDIOVISUAL AIDS/ *CROSS CULTURAL STUDIES/ CULTURAL AWARENESS/ HUMANITIES/ *INSTRUCTIONAL MATERIALS/ INTERCULTURAL PROGRAMS/ INTERNATIONAL EDUCATION/ LANGUAGE ARTS/ *LATIN AMERICAN CULTURE/ MUSIC/ RESOURCE GUIDES/ SECONDARY GRADES/ SOCIAL STUDIES/ SPANISH/ SPANISH AMERICAN LITERATURE

/ *LATIN AMERICA/ TEXAS

THIS BIBLIOGRAPHY WAS COMPILED BY THE PROGRAMA DE EDUCACION INTERAMERICANA FOR TEACHERS WHO NEED READY SOURCES OF GOOD INFORMATION USEABLE IN THE CLASSROOM, AND SUITABLE FOR A GIVEN GRADE LEVEL. THE MAJOR DIVISION OF ENTRIES IS BY COUNTRY IN CENTRAL AND SOUTH AMERICA, WITH SECTIONS FOR CANADA AND THE UNITED STATES. WITHIN EACH SECTION, ENTRIES ARE ARRANGED ACCORDING TO SUBJECT MATTER: ART AND THE CRAFTS, ENGLISH LANGUAGE ARTS, MUSIC, THE SOCIAL STUDIES, AND SPANISH. THESE TEACHING AREAS ARE FURTHER SUBDIVIDED AS FOLLOWS: 1) PUBLICATIONS, WITH SEPARATE LISTINGS FOR BOOKS, PERIODICALS, LEAFLETS, PAMPHLETS, FACT SHEETS, AND SPECIAL ISSUES; 2) VISUAL AIDS, INCLUDING FILMS AND FILMSTRIPS OR SLIDES; AND, 3) LISTENING AIDS, WITH RECORDS AND TAPES. COMPLETE BIBLIOGRAPHIC CITATIONS AND THE SUGGESTED GRADE LEVEL ARE LISTED FOR EACH ENTRY. AN APPENDIX CONTAINS: PUBLISHERS, AND ADDRESSES, PRODUCERS AND RENTAL SOURCES OF FILMS, AND A SHORT LIST OF

FREE MATERIALS. SELECTED READINGS ARE INCLUDED IN SO 001 426; SO 001 424 DESCRIBES THE PROGRAMA, AND LISTS THE OTHER RESOURCES IN THE SERIES. (AUTHOR/VLW)

445

ED053020 SO001544 71

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS. VOLUME 9, NUMBER 4.

CENTRAL INST. FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION, WARSAW (POLAND). SCIENTIFIC PUBLICATIONS FOREIGN COOPERATION CENTER.

RMQ66000

TT-70-55011-4

100P.

/ *ANNOTATED BIBLIOGRAPHIES/ *COMPARATIVE EDUCATION/ EDUCATIONAL HISTORY/ EDUCATIONAL LEGISLATION/ EDUCATIONAL NEEDS/ *EDUCATIONAL PRACTICE/ EDUCATIONAL PROBLEMS/ EDUCATIONAL PROGRAMS/ ELEMENTARY EDUCATION/ HIGHER EDUCATION/ SECONDARY EDUCATION/ TEACHER EDUCATION/ VOCATIONAL EDUCATION

/ EASTERN EUROPE/ *POLAND

LENGTHY ABSTRACTS IN ENGLISH ARE PROVIDED FOR EACH OF THE ITEMS LISTED IN THIS BIBLIOGRAPHY OF DOCUMENTS ON POLISH EDUCATION. CONTENTS ARE ORGANIZED AS FOLLOWS: 1) HISTORY OF EDUCATION; 2) LAWS AND LEGISLATION; 3) GENERAL INFORMATION ON EDUCATION; 4) SOCIAL AND EDUCATIONAL SCIENCES; 5) THE TEACHER'S PROFESSION; 6) SCHOOL AND INSTITUTIONS, BY TYPE OR LEVEL; AND, 7) MISCELLANEOUS TOPICS. MOST OF THE MATERIALS CITED WERE PUBLISHED BETWEEN JUNE AND OCTOBER 1970; EARLIER REFERENCES ARE CITED IN VOLUME 9, NUMBER 3 OF THIS PUBLICATION, ED 046 823. (AWW)

446

ED053022 SO001547 64

SOVIET EDUCATION: A BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS.

APANASEWICZ, NELLIE; ROSEN, SEYMOUR M.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

BULL-1964-29; OE-14101

48P.; STUDIES IN COMPARATIVE EDUCATION SERIES DESC*COMPARATIVE EDUCATION; ANNOTATED BIBLIOGRAPHIES; ELEMENTARY EDUCATION; HIGHER EDUCATION; REFERENCE MATERIALS; SECONDARY EDUCATION

/ *SOVIET UNION

THE PURPOSE OF THIS ANNOTATED BIBLIOGRAPHY IS TO PROVIDE RESEARCHERS, ANALYSTS, TEACHERS, AND ADVANCED STUDENTS, INTERESTED IN VARIOUS ASPECTS OF SOVIET EDUCATION, WITH A BODY OF REFERENCE MATERIALS COVERING THE LARGE NUMBER OF RELEVANT ARTICLES AND MONOGRAPHS WHICH HAVE BEEN PUBLISHED SINCE THE LATE 1950'S. THE BIBLIOGRAPHY INCLUDES 281 TITLES WITH A 36-TITLE SUPPLEMENT, ARRANGED ALPHABETICALLY BY AUTHORS WITHIN 78 SUBJECT CATEGORIES; WHERE NECESSARY, CROSS-REFERENCING IS USED. ALTHOUGH AMERICAN AUTHORS ARE

THE PRIMARY SOURCES, ITEMS BY FOREIGN AUTHORS, WHOSE ARTICLES ARE WRITTEN IN ENGLISH OR HAVE BEEN TRANSLATED INTO ENGLISH, ARE ALSO INCLUDED. A NUMBER OF THE ENGLISH TRANSLATIONS OF ARTICLES AND MONOGRAPHS BY SOVIET AUTHORS ARE THE WORK OF THE JOINT PUBLICATIONS RESEARCH SERVICE, OFFICE OF TECHNICAL SERVICES, U. S. DEAPRTMENT OF COMMERCE. A WIDE RANGE OF VIEWS IS EXPRESSED IN THE ANNOTATED ITEMS, AND THEIR INCLUSION DOES NOT CONSTITUTE ENDORSEMENT BY THE OFFICE OF EDUCATION OF ANY ONE POINT OF VIEW. THE SOVIET ARTICLES PROVIDE THE RESEARCHER AND SERIOUS SCHOLAR CERTAIN INFORMATION NOT FOUND IN THE OTHER SOURCES, AS WELL AS INSIGHT INTO THE SOVIET CONCEPT OF THE EDUCATIONAL SYSTEM. (AUTHOR/DJB)

447

ED053035 SO001621 69
BUYER'S GUIDE TO INDIAN PERIODICALS AND BOOKS FOR AMERICAN SCHOOLS AND COLLEGES.
GORDON, SUE
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX82950; RMQ66000
13P.

/ *AREA STUDIES/ *CROSS CULTURAL STUDIES/ HUMANITIES/ NEWSPAPERS/ *NON WESTERN CIVILIZATION/ *PERIODICALS/ RESOURCE GUIDES/ SOCIAL STUDIES
/ ASIA/ *INDIA
THIS RESOURCE GUIDE WAS PUBLISHED TO ASSIST THOSE WHO ARE TRYING TO INCREASE THEIR KNOWLEDGE AND UNDERSTANDING OF THE SUBCONTINENT OF INDIA. IT IS DIVIDED INTO THREE PARTS: 1) AN ANNOTATED LIST OF SELECTED PERIODICALS INCLUDING BOTH WESTERN AND INDIAN JOURNALS AND INDIAN NEWSPAPERS IN A VARIETY OF FIELDS: ASIAN STUDIES, ECONOMIC AND SOCIAL HISTORY, POLITICS AND INTERNATIONAL AFFAIRS, LITERATURE AND THE ARTS, AND POPULAR FICTION, NON-FICTION, AND GENERAL INTEREST MAGAZINES; 2) A LISTING OF SOME AMERICAN SOURCES OF INDIAN BOOKS; AND, 3) A LIST OF BOOK EXPORTERS IN INDIA. SO 001 619 THROUGH SO 001 623 ARE RELATED DOCUMENTS. (AUTHOR/SBE)

448

ED053037 SO001623 68
INDIA THROUGH LITERATURE: AN ANNOTATED BIBLIOGRAPHY FOR TEACHING INDIA. PART I: INDIA THROUGH THE ANCIENT CLASSICS.
JOHNSON, DONALD; JOHNSON, JEAN
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX82950; RMQ66000
25P.

/ *AREA STUDIES/ *ASIAN HISTORY/ CONCEPT TEACHING/ *CROSS CULTURAL STUDIES/ HUMANITIES/ INTERDISCIPLINARY APPROACH/ LITERATURE GUIDES/ *LITERATURE PROGRAMS/ *NON WESTERN CIVILIZATION/ SECONDARY GRADES/ SOCIAL STUDIES/ WORLD HISTORY

/ ASIA/ *INDIA

THE PAST AND THE PRESENT INTERWEAVE IN CONTEMPORARY INDIA. TO UNDERSTAND INDIA, ONE MUST KNOW OF THE TRADITIONAL STORIES. TWO SHORT POCKET BOOKS MAKE THEM ACCESSIBLE AND ACCEPTABLE TO STUDENTS: 1) THE DANCE OF SHIVA AND OTHER TALES FROM INDIA BY OROON GHOSH, PUBLISHED BY THE NEW AMERICAN LIBRARY IN NEW YORK; AND, 2) GODS, DEMONS, AND OTHERS BY R. K. NARAYAN, PUBLISHED BY THE VIKING PRESS IN NEW YORK. IN THE FIRST BOOK, THE STORIES ARE COMPILED IN SHORT, SUMMARY FASHION. THE SECOND BOOK IS FOR SECONDARY SCHOOL STUDENTS, AND INTRODUCES THEM TO THE TWO GREAT HINDU EPIC POEMS, THE RAMAYANA AND THE MAHABHARATA. IT IS SUGGESTED THAT THESE EPICS BE STUDIED WITH SPECIAL ATTENTION TO THE BHAGAVAD GITA, A BOOK IN THE MAHABHARATA. BOTH POEMS PROVIDE THE SUBJECT MATTER FOR UNDERSTANDING THE CULTURE, BASIC VALUES, AND ATTITUDES OF HINDUISM; THE MAHABHARATA IS THE REPOSITORY OF INDIA'S NATIONAL TRADITION, A GREAT ENCYCLOPEDIA OF ETHICS AND RELIGION, AND OR POLITICAL AND MORAL DUTIES. STUDENTS SHOULD ALSO LEARN THE STORY OF KRISHNA AND HIS EARLY LIFE WITH THE GOPIS. IF POSSIBLE, THEY SHOULD ALSO DIP INTO THE PANCHATANTRA: FIVE BOOKS WRITTEN FOR THE INSTRUCTION OF THREE PRINCES IN NITI, THE RIGHT CONDUCT OF LIFE, USING ANIMAL STORIES AS THE VEHICLE. SO 001 619 THROUGH SO 001 623 AND SO 001 810 ARE RELATED DOCUMENTS. (AUTHOR)

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/ ASIA/ *INDIA

THE PURPOSE OF THIS BIBLIOGRAPHY IS TO SUGGEST INTERESTING AND EDUCATIONAL INDIAN NOVELS AND SHORT STORIES WHICH ARE APPROPRIATE FOR AMERICAN SECONDARY SCHOOL STUDENT USE. THE BEST BOOKS WRITTEN BY INDIANS IN THEIR OWN LANGUAGES AND TRANSLATED FOR THE ENGLISH SPEAKING READER ARE INCLUDED ALONG WITH MANY WRITTEN IN ENGLISH. THERE ARE TWO LISTS: 1) THOSE BOOKS MOST APPROPRIATE FOR AVERAGE HIGH SCHOOL STUDENTS, AND FOR THE BASIC LIBRARY COLLECTION; AND, 2) A SUPPLEMENTARY LIST WITH SEVERAL FOR THE SUPERIOR STUDENT. THE MOST USEFUL WAY TO USE ANY OF THESE WORKS IS AS OUTSIDE READING WITH STUDENTS READING DIFFERENT BOOKS, OR SEVERAL STUDENTS READING SELECTED CHAPTERS OF THE LARGER VOLUMES. THE WORKS IN BOTH LISTS ARE REARRANGED AND DESCRIBED IN CHRONOLOGICAL ORDER FOR STUDYING THE HISTORICAL ASPECTS OF THE INDIAN EXPERIENCE FROM THE MUTINY OF 1857 TO THE PRESENT; THEN, IN TOPIC ORDER COVERING VARIOUS ASPECTS OF INDIAN LIFE:

VILLAGE LIFE, THE ROLE OF WOMEN, MARRIAGE, WATER, SOCIAL CHANGE, AND CASTE. IN ALL, APPROXIMATELY TWENTY SEVEN NOVELS AND NINE SHORT STORIES ARE DESCRIBED. SO 001 619 THROUGH SO 001 623 ARE RELATED DOCUMENTS. (SBE)

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BR-9-8017
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OEG-5-9-598017-0051

/ DIRECTORIES/ *INFORMATION SCIENCE/ LIBRARY ASSOCIATIONS/ LIBRARY NETWORKS/ *LIBRARY RESEARCH/ LIBRARY SCIENCE/ *STATISTICAL DATA/ *STATISTICAL SURVEYS
START DATE 21 APR 69;END DATE 31 DEC 70

THE PURPOSE OF THIS PROJECT IS TO CONDUCT A COMPLETE UNIVERSE STATISTICAL SURVEY OF LIBRARY AND INFORMATION SCIENCE PROGRAMS IN THE UNITED STATES, CANADA AND MEXICO FOR 1968/9 PROJECTED TO 1969/70, AND TO COMPARE THE RESULTS WITH THE PREVIOUS STUDY WHICH WAS PUBLISHED UNDER THE TITLE "NORTH AMERICAN LIBRARY EDUCATION DIRECTORY & STATISTICS, 1968/9" BY THE AMERICAN LIBRARY ASSOCIATION (ALA) IN JULY 1968. THIS STUDY WILL PROVIDE ADDITIONAL DATA ABOUT THE SUPPORT OF LIBRARY AND INFORMATION SCIENCE PROGRAMS BY FEDERAL RESOURCES. THE PROJECT PROCEDURES WILL INCLUDE: (1) MAILOUT AND TWO FOLLOWUPS TO UNIVERSE GROUP OF ABOUT 500, (2) CONSTRUCTION, REVISION AND REFINEMENT OF THE SURVEY INSTRUMENTS, (3) EDITING OF RESPONSES AND TABULATION OF DATA, (4) PREPARATION OF EXPLANATORY AND INTERPRETATIVE TEXT TO ACCOMPANY COMPUTER PRODUCED TABLES, (5) EDITORIAL WORK RELEVANT TO PUBLICATION, (6) PUBLICATION OF SURVEY AND DISSEMINATION OF ALA. THE EXPECTED CONTRIBUTION WILL BE TO SUPPLY RELEVANT DATA FOR THOSE CONCERNED WITH PROFESSIONAL LIBRARY MANPOWER DEVELOPMENTS, EMPLOYERS OF LIBRARIANS ON THE FEDERAL, STATE, LOCAL AND INSTITUTIONAL LEVELS, ADMINISTRATORS OF LIBRARY SCHOOLS AND THOSE ADMINISTERING LIBRARY AND INFORMATION SCIENCE RELATED GRANT PROGRAMS. (JL)

PART II

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LEACOCK, ELEANOR B.
BROOKLYN POLYTECHNIC INST., N.Y.
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/ ALBANY/ NEW YORK/ PROJECT CUE

FOURTEEN SETS OF EDUCATIONAL TV UTILIZATION GUIDE SHEETS WERE PREPARED AS TEACHER AIDS. THESE SHEETS COVER SUCH AREAS AS SYNOPSIS OF SUBJECT, SUGGESTED PREPARATION (PRETELECAST), KEY WORDS, WHAT PUPILS SHOULD LOOK AND LISTEN FOR, SUGGESTED FOLLOWUP ACTIVITIES, SUGGESTED RELATED ACTIVITIES, SUGGESTED EVALUATION, AND SUGGESTED RELATED MATERIALS. AFRICAN MUSIC, AFRICAN ART, AFRICAN CULTURE, INDONESIA, CAMBODIAN CULTURE, BUDDHISM, PHILIPPINE ART AND CULTURE, AND BRAZIL ARE AMONG THE SUBJECTS COVERED IN THESE UTILIZATION SHEETS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (GD)

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/ BURYAT MONGOLIA/ INNER MONGOLIA/ MONGOLIAN PEOPLES REPUBLIC (OUTER MONGOLIA)

THIS BIBLIOGRAPHY DIRECTLY SUPPLEMENTS AND IS INTENDED AS AN INTEGRAL PART OF "MONGOLS OF THE TWENTIETH CENTURY, PART I." THE RANGE OF SUBJECT MATTER, HOWEVER, GOES FAR BEYOND THE SPECIFIC CONCERNS OF THE FIRST VOLUME, COVERING GENERAL AND SPECIFIC BIBLIOGRAPHIES, UNSIGNED REPORTS AND DOCUMENTS, ENCYCLOPEDIAS, OFFICIAL HISTORIES, STATISTICAL HANDBOOKS AND TRADE FIGURES, COLLECTIONS, AND OTHER PUBLICATIONS INCLUDING BURYAT, TUVAN, AND KALMYK-LANGUAGE NEWSPAPERS AND PERIODICALS, AND INNER MONGOLIAN NEWSPAPERS AND PERIODICALS. A ROMANIZED TRANSLITERATION IS USED THROUGHOUT IN PLACE OF CYRILLIC

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ILLINOIS UNIV., URBANA. INST. OF COMMUNICATIONS RESEARCH.
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/ EUROPE/ ILLINOIS/ URBANA

CONTRIBUTIONS OF MASS-PRODUCED INFORMATION AND ENTERTAINMENT TO THE DEVELOPMENT OF PUBLIC IMAGES IN EDUCATION WERE INVESTIGATED IN THE UNITED STATES, WESTERN EUROPE, AND EASTERN EUROPE. THIS PROJECT SERVED TO CREATE A MODEST HISTORICAL DIMENSION AND A CROSS-CULTURAL COMPARATIVE PERSPECTIVE OF CERTAIN DYNAMIC ASPECTS OF MASS MEDIA EDUCATION (THROUGH INFORMATION, PERSUASION, OR ENTERTAINMENT) WITH RESPECT TO FORMAL EDUCATION SYSTEMS OF COUNTRIES. THE VARIOUS STUDIES WERE CONCERNED WITH TRENDS OVER TIME, PATTERNS OF CONTENT ACROSS CULTURES, AND REASONS BEHIND THESE TRENDS AND PATTERNS. INTERVIEWS WERE CONDUCTED WITH OVER 100 KNOWLEDGEABLE PERSONS IN THE MASS MEDIA FIELD AND IN EDUCATION IN THE COUNTRIES STUDIED. DOZENS OF INDEXES, ARCHIVES, AND SPECIAL COLLECTIONS OF RELEVANT DATA WERE SEARCHED. CONTENT STUDIES INCLUDED ANALYSES OF THOUSANDS OF NEWSPAPER ITEMS, FULL-LENGTH FEATURE FILMS, RADIO AND TELEVISION DRAMA PROGRAMS, POPULAR MAGAZINE STORIES, AND FICTIONAL AND DRAMATIC CHARACTERS. THE RESULTS OF THE PROGRAM WERE BROUGHT TOGETHER WITH RESPECT TO TWO ASPECTS OF THE DYNAMICS OF IMAGE-FORMATION AS FOLLOWS--(1) "CONTENT," OR THE COMPOSITION AND STRUCTURE OF A MESSAGE SYSTEM, I.E., THE WAY MASS MEDIA SYSTEMS PORTRAY TEACHERS, SCHOOLS, AND EDUCATION, AND (2) "PROCESS," OR THE INFLUENCES, RELATIONSHIPS, AND REQUIREMENTS WHICH AFFECT THE PRODUCTION OF A MESSAGE SYSTEM. THE MAJOR THEORETICAL IMPLICATIONS OF THESE STUDIES WERE RELATED TO INSTITUTIONAL DYNAMICS AFFECTING MASS CULTURAL REPRESENTATIONS OF EDUCATION IN DIFFERENT SOCIETIES. (JH)

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SMITH, TIMOTHY L.
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CLAYTON, A. STAFFORD
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